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ABSTRACT

To assist rural and small suburban schools in depressed areas in establishing occupational education programs for Grades 5-12, pilot programs were instituted in eight participating schools. The project worked to: (1) provide occupational orientation, (2) create favorable attitudes in marginal and disadvantaged students toward education and its contribution to the world of work, (3) relate classroom instruction to an immediate job, (4) provide vocational guidance and job placement, and (5) provide short intensive training for seniors with no previous occupational training. Each school employed a counselor and coordinator of cooperative education. Personnel from participating schools have attended in-service training sessions each quarter. Although comprehensive evaluation would be premature, preliminary findings show that all eight schools have begun to implement each objective. Reports from each of the local schools are included. (BH)

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INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Buel R. "Buddy" Lyle
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Division of Vocational, Technical and Adult Education
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June 1971

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STATE REPORT

Summary of the Report

Time Period covered by the report: July 1, 1970 to June 30, 1971

The purpose of this project is to assist rural and small suburban school districts (particularly those in depressed areas) in establishing occupational education programs for grades five through twelve. More specifically this project is designed to provide meaningful vocational education to youth by (1) providing occupational orientation (2) creating a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students toward the value of education and its contribution to the world of work (3) bridging the gap between education and the world of work by relating classroom instruction to an immediate job (4) providing occupational guidance and counseling during the last years of school and assisting in initial placement (5) providing short intensive training for seniors who have had no previous occupational training.

The objectives are being achieved through the following: (1) Eight schools were selected, with priority given to schools in depressed areas. (2) Each school employed a counselor and coordinator of cooperative education. (One school was unable to employ a suitable counselor.) (3) Personnel from participating schools have attended in-service training sessions each quarter.

It is intended that successful programs will continue and will serve as models for other small schools.

Body of the Report

a. Problem

It is important that the artifical separation that characertizes general and vocational programs be eliminated and that occupational orientation be integrated into the mainstream of the educational systems of the public schools.

Career development should be viewed as a pyramid offering a broad base of exploratory experiences for the world of work at the elementary and junior high school levels if present conditions of occupational illiteracy and unemployability are to be overcome.

Individuals begin forming attitudes regarding certain occupations early in life. It is important that youth are made aware of the ever-widening range of occupations and that a realistic perception of these occupations be developed in order that these youth may make an exploration of themselves in regard to a wide range of occupations. Youth should also be oriented to the fact that work is an integral part of life and a major ingredient for happiness.

After creating an awareness of the world of work, it is important that the teacher help the student see the occupational relevancy of subject matter being studied. As the student sees that English, math, science and social studies contribute to his ultimate world of work, education becomes a practical and meaningful goal. All his education becomes vocational in nature.

At the junior high school level, some youngsters do not have the tolerance or ego-strength to proceed through a series of experiences that are meaningless to them personally. Interest is awakened in the ninth, tenth, or eleventh grades when they can get their hands on the tangible and the concrete. Therefore, experiences which are timely and immediate to the questions which they are asking themselves must be designed for these grades.

Basically, Arkansas is a rural state consisting of many small trade centers. Students attending school in these small trade centers are receiving basic academic education with some receiving training in home economics, vocational agriculture and business education. One of the major resources in these communities is agriculture, but mechanization has created a manpower surplus in production agriculture. Due to mechanization and in some communities, to change from an agricultural to a related agricultural or non-agricultural base, it is essential that present programs in vocational education be implemented and/or expanded to include occupational orientation beginning early in the student's school career and continuing to graduation, with guidance and counseling services which facilitate realistic occupational choices as early as possible. The capstone of this orientation and counseling should be an interdisciplinary general cooperative education program in which students can receive intensive job-related instruction in school and actual work experience in their chosen occupations.

Of great concern are the schools in designated socio-economically depressed areas. These areas consist largely of under-employed or unemployed people, with a high per cent of school dropouts and a low income index resulting in an inadequate tax base to provide adequate in-school programs. Too often such socio-economic situations perpetuate themselves.

It seems reasonable that a project of this nature should greatly alleviate economically depressed conditions by providing meaningful education to students who view education as being of little significance in earning a living. There appears to be an urgent need to strengthen training and job adjustment programs for these disadvantaged youth in order to make them productive workers and citizens. Moreover, there are many "regular" students attending these schools who will benefit from such a program.

Often employment opportunities are available to youth within their immediate area if they know about them and are equipped with entry level skills for the jobs. The proposed program is designed to meet these needs. In addition to this, highly organized and intensive courses in job attitudes and skills, combined with extensive counseling and guidance, will be a valuable offering for seniors who have not previously had vocational training.

Due to limitations of money and training space, it appears that the most feasible approach to meeting most training needs in small schools is through cooperative education as a capstone to orientation.

New concepts proposed in this project involve planned occupational orientation beginning at the fifth grade level and progressing through the twelfth grade; general cooperative education offered to eleventh and twelfth grade students; short intensive training for seniors without previous occupational training; and intensive guidance, counseling and placement services for all students.

Occupational Orientation Beginning in the Elementary Grades - Previous research has been conducted by Goff (9)* which supports this new concept for schools involved in this proposal. Goff demonstrated in two elementary schools which differed socio-economically, that measurable increments in vocational knowledge, level of occupational aspiration and realism of occupational choice can be attained through a planned vocational guidance program. Results revealed that older elementary students exhibited greater vocational awareness.

Wellington and Olechowski (22)* found that even third graders showed an awareness of adults as working people, of specific jobs as having advantages and disadvantages and of the fact that the enjoyment of what one does is related to his interests. Also the children perceived that interests and abilities enter into an individual's choice of work.

Since schools to be selected for the project have not previously carried out a planned vocational guidance program, this proposed project will enable the teachers to incorporate occupational orientation into their studies and assist the students in exploring themselves individually in regard to the work world. Students can examine a wider range of occupations which will result in a broader meaning of work. As the student progresses through the grades this background of orientation will give more meaning to his studies; certain occupations of interest to the student will be studied in greater depth; and the career decision-making process will begin to develop.

General Cooperative Education - Several studies have been conducted regarding cooperative education for secondary students in which the students combine related classroom instruction with on the job work experience in a local business or industry. Cushman and others (6)* conducted a study of 103 cooperative work experience study students from 16 high schools. Findings of the project revealed that when

*See Appendix A

these students were compared with students in similar programs without work experience, the students in the cooperative education programs rated higher in technical knowledge, entry into curriculum-related employment following graduation, and entry into curriculum-related programs of advanced training.

In a pilot project at Paola High School, Kansas (2)* the findings revealed that 85 per cent of the students completing both years of the interdisciplinary program planned to work for the same employer in some capacity. Of those students in the project who attended college or trade school, 82 per cent used their senior year experience to finance education expenses.

Due to changes in employment opportunities and manpower needs, it is essential that present programs in vocational education be expanded to include general cooperative education programs to offer students a wider and more realistic choice of programs. It is anticipated that these programs will bridge the gap between education and work, equip the youth with proper work habits and provide them with marketable skills for employment. It is recognized that it will be necessary to provide extensive individual assistance to handicapped and disadvantaged students.

Short, Intensive Training for Seniors with Previous Occupational Training - There are certain competencies, common to all jobs, which can be made available to high school seniors in need of occupational training. Stevenson (19)* found that there were several competencies that employers rated as essential to employment regardless of the type of business or level of employment. These competencies include such factors as attitude toward work, employee-employer relations and personal appearance. Most cooperative education programs have included these basic skills as an essential part of the related instructional program.

Miller (14)* conducted a pilot research project for vocational guidance in economically underdeveloped areas. Guidance services were provided for non-college bound high school seniors, dropout youth and recent high school graduates currently unemployed. An evaluation of the project indicated definite success in stimulating leadership for the schools involved and adoption by other schools in Illinois and other states. Existing vocational education programs in Arkansas provide no planned approach for meeting the needs of the segment of population in local communities for which this proposal is designed. Failure in meeting the needs of these youth is costly to individuals and to society because of resulting high unemployment, delinquency and social disorganization.

*See Appendix A

The LEEP program (4)* was initiated in Georgia as a short-term program for youth who have separated themselves from school without the necessary skills for obtaining and maintaining a job. It was stated that 75 per cent of these students enrolled only after one or more personal contacts by the coordinator. Over 80 per cent of those placed in jobs were still working. Due to the success, Georgia plans to expand the number of pilot programs.

Such short-term training should be beneficial to high school students who either could not schedule vocational courses or who did not desire to pursue the regular vocational curriculum. This should be true regardless of whether the student enters directly into the work force or plans to obtain additional schooling.

Intensive Guidance, Counseling and Placement - In the past, vocational teachers have been concerned mainly with providing these services for students enrolled in their courses. All vocational teachers have been provided at least one period each day for counseling. The guidance and counseling of the non-vocational student has been left for the counselor or academic teacher to do. In many of the small schools, there are no counselors, and the only guidance provided for the non-vocational student comes from academic teachers.

Therefore, the concept of guidance and counseling is not new, but great emphasis will be placed on a concentrated effort of the counselor and all teachers on the secondary level to provide planned and meaningful guidance and counseling to all students in the last years of school. In order to do this it will be necessary to provide in-service training sessions to orient personnel. In-service training will provide techniques on helping the students to understand their capabilities and needs, sources of information, new instructional materials and help in other problem areas as they emerge.

South Carolina (21)* conducted a two-week summer institute for a group of 29 counselors on how they might better serve disadvantaged youth through individual and joint action projects. All the respondents indicated enthusiasm for continuing programs to serve disadvantaged youth.

The proposed project for the eight Arkansas schools will provide in-service training, not only for counselors, but for all secondary personnel involved with students in their last years of school.

In Montana (10)* fifteen certified secondary counselors participated in a project under which they were employed in various skilled and unskilled jobs. While employed they investigated characteristics, background and job experiences of successful and unsuccessful entry workers in three selected industries. Results of this study will be incorporated into the in-service training scheduled for school personnel.

*See Appendix A

Although counselors and some teachers have provided placement services to those students leaving school, a concentrated effort will be made to bring the counselor, academic teacher, vocational teacher, employment services and other manpower agencies together as a team which keep students informed of the employment trends and job vacancies.

b. Objectives

1. To initiate pilot occupational education programs for rural and small suburban Arkansas schools in grades five through twelve.
2. To broaden the occupational concept and awareness of youth by incorporating occupational orientation into the school curriculum beginning at grade five.
3. To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work.
4. To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.
5. To provide intensive occupational guidance and counseling for all students during the last years of school and to assist in the initial placement of all students upon leaving school.
6. To provide short intensive training for seniors who have had no previous vocational training.

c. Project Design and Procedures Followed

This project involves a comprehensive occupational education program beginning in the fifth grade and continuing through the twelfth grade.

Eight schools in rural areas or small suburban areas were selected, with priority given to areas of high unemployment, schools with a high dropout rate and in areas identified as economically depressed.

Each school has been provided funds for a full-time coordinator and a full-time counselor to work on this project. All schools except one were able to hire people for these positions. Mountain Home was unable to find a counselor for their program.

Coordinators

The coordinator must have a Bachelor's Degree. Within three years after employment he must have nine semester hours in vocational education courses such as the following: Methods of Teaching Cooperative Classes; History and Principles of Vocational Education; Job Analysis; and Organization of Instructional Materials. Three semester hours in teaching cooperative classes shall be completed within the first year. (Forty clock hours in in-service training workshops may be substituted for the three semester hours.) The coordinator shall have had 2,000 hours of work experience accumulated in two or more occupational areas.

Counselors

The counselor must meet all certification requirements in the State of Arkansas except that he (she) may enter the program with as few as twelve hours of course work leading to the Master's Degree in Guidance and Counseling. He (she) must work toward full certification requirements by earning a minimum of twelve semester hours per year toward the Master's Degree.

Two Curriculum Specialists have been hired on a part-time basis. The Curriculum Specialists are graduate students at the University of Arkansas; one in Vocational Education, one in Guidance and Counseling. It has been the responsibility of the Curriculum Specialists to review research and other material and make this available to our local programs. (Refer to section on "Reports from Local Schools" for additional information regarding this topic.)

d. Results and Accomplishments

(Refer to section on "Reports from Local Schools" for information regarding this topic.)

e. Evaluation

(Refer to section entitled "Evaluation".)

f. Conclusions, Implications, and Recommendations

(Refer to section on "Reports from Local Schools" for information regarding this topic.)

Buel R. "Buddy" Lyle
Signature of Project Director

June 30, 1971
Date

APPENDIX A

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APPENDIX A

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EVALUATION

EVALUATION REPORT
ON
PILOT OCCUPATIONAL EDUCATION PROGRAMS FOR SMALL RURAL AND SUBURBAN ARKANSAS SCHOOLS IN GRADES FIVE THROUGH TWELVE

Submitted by Southern State College

SUMMARY

This is a demonstration project being carried out in eight schools representative of the small schools in Arkansas. There is at least one school near each corner of the State and one located in east central Arkansas. The schools are located so as to represent the two types of communities in the State so far as population is concerned; all white and white and black mixed.

The purpose of this project is to assist rural and small suburban school districts (particularly those in depressed areas) in establishing occupational education programs for grades five through twelve. More specifically this project is designed to provide meaningful vocational education to youth by (1) providing occupational orientation (2) creating a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students toward the value of education and its contribution to the world of work (3) bridging the gap between education and the world of work by relating classroom instruction to an immediate job (4) providing occupational guidance and counseling during the last years of school and assisting in initial placement (5) providing short intensive training for seniors who have had no previous occupational training.

The objectives will be achieved through the following: (1) Eight schools will be selected with priority given to schools in depressed areas. (2) Each school will employ a counselor and coordinator of cooperative education. (3) Personnel from participating schools will attend in-service training sessions for orientation and initial preparation and in-depth workshops. (4) Occupational guidance and counseling will become a part of the entire school environment.

The programs have been operating in the eight schools only seven and one-half months. The shortness of the time precludes the reporting of all but a few conclusive results. The report from each school shows that a beginning has been made to implement each objective. Other school personnel and some parents have become involved in the programs. The programs are fully staffed except in the case of one school which was unable to employ a suitable counselor.

Based on the partial evaluation of the programs, the principal evaluator recommends that the programs be continued through the three full years.

CONTEXT

The eight project schools are located rather widely throughout the State so as to be representative of the two types of populations, almost pure white and white and black mixed. The two races comprise over 99% of the population in the seven counties that embrace the eight project schools. Population characterized as "Other", according to the 1970 Census, consists of only 533 people out of a total population of 162,689 in the seven counties.

The schools were selected for the project because they were of the type which the project was designed to serve. They are small, rural, or suburban, which in this case really means urban since all but two are located in county-seat towns with a population of more than 2,500. Not one of the schools is located near a city.

Gentry, Benton County - northwest Arkansas - 1970 Census population of 15,319 with 144 blacks - 3.1% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 3.9%, is a small town of less than 2,500 population, 1970 school enumeration 867 all white. The principal industry is agriculture raising small grains, livestock, poultry, and fruits.

Harrison, Boone County - north central Arkansas - 1970 Census population of 19,073 - 49 blacks - 4.3% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 5.1%, is a town of 6,580 by 1960 Census - 1970 school enumeration of 2,375 all white. The principal industries are construction, manufacturing of both durable and nondurable goods, transportation, wholesale and retail trade, professional and related services, and personal services.

Valley Springs, also in Boone County less than six miles from Harrison-school district borders Harrison and includes some of the manufacturing plants of the county, is largely rural - 1970 school enumeration of 563 all white. The principal industry, in addition to those mentioned for Harrison, is agriculture consisting of livestock, poultry, and small grains.

Mountain Home, Baxter County - northeast Arkansas - 1970 Census 15,319-144 blacks - 2.8% of population on Welfare June 1970 - A third quarter unemployment rate of 4.1%, is a town of about 3,000 - 1970 school enumeration of 1,724 all white. The principal industries are agriculture, forestry, retail trade, and tourism because of the many lakes and other recreational facilities.

Wynne, Cross County - east Arkansas - 1970 Census population of 19,783 - 5,504 blacks - 5.2% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 3.8%, is a town of 4,922 by 1960 Census - 1970 school enumeration of 3,146 - 1,038 blacks. The principal industries are agriculture consisting of cotton and livestock, wholesale and retail trade, durable goods manufacturing, and transportaion.

Warren, Bradley County - southeast Arkansas - 1970 Census population of 12,778 - 4,018 blacks - 9.0% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 5.4%, is a town of 6,752 by 1960 Census - 1970 school enumeration is 2,125 - 857 blacks. The main industries are the manufacturing of durable and nondurable goods largely connected with lumbering, wholesale and retail trade, and business and repair services.

Magnolia, Columbia County - southwest Arkansas - 1970 Census population of 25,952 - 9,122 blacks - 7.0% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 5.4%, is a town of about 11,000 - 1970 school enumeration is 3,243 - 1,179 blacks. The main industries are agriculture consisting of livestock and poultry, lumbering, oil production, and manufacturing of durable and nondurable goods.

Hope, Hempstead County - southwest Arkansas - 1970 Census population of 19,308 - 6,393 blacks - 5.2% of population on Welfare June 1970 - A third quarter 1970 unemployment rate of 3.9%, is a town of 8,399 by 1960 Census - 1970 school enumeration is 2,893 - 1,153 blacks. The principal industries are manufacturing, agriculture consisting of livestock and cotton, wholesale and retail trade, personal services, and professional and related services.

The schools are organized according to the 6-3-3, 6-6, 5-3-4, or 6-2-4 plan. As with Arkansas schools, generally these schools have financial difficulties. Each has a bonded indebtedness ranging from $214,000 in Valley Springs to $1,200,000 in Wynne. The assessed millage is as follows: Magnolia 37, Hope 40, Warren 43 (tried twice to raise it but voters turned it down), Harrison and Valley Springs 45 each, Mountain Home 46, Wynne 49, and Gentry 52. Only two schools, Magnolia and Wynne, could be considered in "good" shape financially. These two finish each school year with a sizeable balance. All the others finish with either a very small balance or no balance.

Arkansas schools have many needs. A few of the outstanding ones show the necessity of this project. The dropout rate between grades one and twelve for the 1969 graduating class was 47.3, for the 1970 class it was 45.3. This, of course, is too high; so are the Welfare rolls. There is a need to eliminate the artificial separation that characterizes general and vocational education. Too many students, high school graduates as well as other school leavers, separate from the school with no realistic plan to either enter the world of work or to continue a program of education. Too many students and parents feel that a college education is the only avenue of success for anyone regardless of his interests or aptitudes. Many marginal students feel that there is no use to try. These and many other needs should be met by improving the educational system.

Such needs led the General Cooperative Education Coordinator in the Arkansas State Department of Education and the Director of the Research Coordinating Unit, University of Arkansas, to propose this project and apply for a grant to implement it. The project was funded and the schools were selected as previously stated.

THE PROGRAM

This project has been in operation since the opening of the 1970 fall terms in the eight schools: Gentry, Harrison, Hope, Magnolia, Mountain Home, Valley Springs, Warren, and Wynne. Each school was requested to submit an interim report by May 15, 1971. Thus, the project has been in operation approximately seven and one-half months. This, of course, is too short a time for a very meaningful evaluation.

The purpose of the project as stated in the proposal is to provide meaningful occupational education to youth in small suburban school districts (particularly those in depressed areas). The objectives are: (1) To initiate pilot occupational information programs in grades five through twelve, (2) To broaden the occupational concept and awareness by incorporating occupational orientation into the school curriculum beginning at grade five, (3) To create a favorable attitude in marginal students, slow learners and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work, (4) To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program, (5) To provide intensive occupational guidance and counseling for all students during the last years of school, and to assist in the initial placement of all students upon leaving school, and (6) To provide short intensive training for seniors who have not had previous vocational training.

A General Cooperative Education coordinator and a counselor was added to the staff of each of the eight schools. The State Department of Education paid 100% of the salary of these personnel for the first year from the project fund. Each of the local schools will assume 25% of the salaries during 1971-72 and a greater proportion during each succeeding year and agrees to support the program 100% when the pilot project ends. The coordinator and the counselor in each school have used their own methods and procedures to implement the six objectives of the project. They have worked largely as a team. In each school the coordinator has initiated one or two classes in General Cooperative Education.

The classes range in size from 17 to 25. The counselor has assisted the coordinator in enrolling appropriate students for the GCE class or classes. They have worked together to interpret the project to the other teachers and counselors in the school and to involve as many as necessary in the program. This has been especially true in working with fifth and sixth grade teachers, with the teachers of occupational orientation classes and with other counselors in the school. The counselor in each school has usually been responsible for providing intensive occupational guidance and counseling for 11th and 12th grade students and the initial placement of seniors. In some of the eight schools this has been done quite well by the regular counselor and the work of the project counselor with respect to this objective has been considerably lessened.

EVALUATION

The programs in the separate schools have not been in operation long enough to yield very conclusive results. In November and December of 1970 the principal evaluator of the project visited each of the programs in the eight schools. They were just getting underway. It is fair to say as of that time the coordinators and counselors were engaged in interpreting the program in each school to administrators, teachers, counselors, parents, and to the community at large. They talked to the staff members in groups and individually, they appeared before civic groups and PTA, and they used the news media especially the newspapers and radio. At this time they were also busy in their attempts to get other staff members involved in certain aspects of the program. This observation can be considered a subjective type of process evaluation. It was too early then to engage in any product evaluation.

On February 4, 1971, the principal evaluator presented the Evaluation Design to the coordinators, counselors, and some administrators. A copy of this design is included as a part of this report. Due to the late approval of the project causing a delayed beginning of it in the schools, the Evaluation Design was submitted in terms of achievements to be obtained by June 30, 1972. It was designed so that parts of it could be used for a tentative or partial evaluation to accompany the interim report to be submitted by the director of the project on or before June 30, 1971.

An examination of the Evaluation Design will show that the evaluation is process oriented or product oriented according to the nature of the objective. The first, fourth, fifth, and sixth objectives are concerned with the establishment of programs and largely call for process evaluation. These are: to initiate pilot occupational education programs, to bridge the gap between education and the world of work by establishing general cooperative programs, to provide intensive occupational guidance and counseling, and initial placement for school leavers; and to provide short intensive training for seniors who have not had any vocational education. Even though these objectives largely call for process evaluation, the Evaluation Design provides for product evaluation in some areas of objectives concerning GCE programs, occupational guidance and placement, and intensive training of seniors. The second and third objectives are concerned with changes in students and these call for product evaluation. They are: to broaden the occupational concept and awareness of youth and to create a favorable attitude in marginal students toward the value of education and its contribution to the world of work.

The coordinators' responses to the parts of the Evaluation Design not utilizing a test nor a questionnaire show each school has started occupational information programs in grades five through twelve by various means; courses, occupational units, and counseling interviews, using books and other materials, films, film strips, videotapes, field trips, and visiting speakers. As mentioned in the paragraph treating methods and procedures, each school has established a general cooperative program, a program of guidance and placement where necessary, and a plan for providing short intensive training to seniors who have not had any vocational education.

The reports show that programs have been initiated to broaden the occupational concept and awareness of youth and to create a favorable attitude in marginal students, but the instruments to be used in the evaluation must be approved by OE and administered to students on a pre-post basis before results can be obtained. It is the plan to use these instruments at the beginning and at the end of the school year 1971-72 for the purpose of measuring progress in these areas.

These instruments will be used with appropriate grades and groups on a sampling basis and the data will be treated statistically, by rankings, and other appropriate methods to assess changes in students, both from the standpoint of the mastery of subject matter and change of desires and attitudes.

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EVALUATION DESIGN

EXEMPLARY PROJECT

EVALUATION DESIGN

OBJECTIVE A - **To initiate pilot occupational information programs in grades five through twelve.**

PERFORMANCE OBJECTIVE #1

By June 30, 1972, eight schools will have started occupational information programs in grades five through twelve as indicated by:

a. Teachers teaching a course in occupational information in grades _7_ or _8_ or _9_.

b. Teachers using occupational units in grades five and six or in secondary classes.

c. Teachers presenting occupational information in regular classes.

d. The teachers using the following teaching activities in the occupational courses or occupational units:

   1. Teachers using occupational films.
   2. Teachers using occupational tapes and/or occupational videotapes.
   3. Teachers involving students in making and/or using occupational films, tapes, and/or videotapes.
   4. Teachers using occupational speakers.
   5. Teachers organizing and conducting occupational field trips.
   6. Teachers involving students in planning and/or conducting occupational field trips.

e. Counselors providing occupational information through group techniques or individual interviews.

f. School provide occupational books and materials.

g. Obtaining and using local occupational information.

Data Collection Form: For Performance Objective #1 - a,d

Name of School______________________________

Occupational Information Course

Directions: Please provide the following information:

1. An occupational information course is offered in your school? Yes___ No___

2. If answer is Yes, please answer the following questions:

   Grade and level course is offered _________.

   Number of students in course ___________.

Check the following activities that teacher uses in course:

a. ____teacher uses occupational films. How many?______

b. ____teacher uses occupational tapes, and/or occupational videotapes.

c. ____teacher involves students in making and/or using occupational films, tapes, and/or videotapes.

d. ____teacher uses occupational speakers.

e. ____teacher organizes and conducts occupational field trips.

f. ____teacher involves students in planning and/or conducting occupational field trips.

g. ____other activities (Please explain).

Data Collection Form: Performance Objective #1 - b,d

Name of School__________________________

Occupational Units

Directions: Please provide the following information about the occupational units that are being taught in your school.

Grade Level and/or Class	No. of Students	Name of Unit	No. of Days Spent on Unit	Teaching Activity Used in Unit*
		Construction Workers		________________
		Office Workers		________________

*Place letter representing activity with number in parenthesis indicating the number of times it was used.

a. Teacher uses occupational films.

b. Teacher uses occupational tapes, and/or occupational videotapes.

c. Teacher involves students in making and/or using occupational films, tapes, and/or videotapes.

d. Teacher uses occupational speakers.

e. Teacher organizes and conducts occupational field trips.

f. Teacher involves students in planning and/or conducting occupational field trips.

g. Other activities (Please explain).

Data Collection Form: Performance Objective #1 - c

Name of School____________________________

Occupational Information in Regular Course

Directions: Please provide the following information about the occupational information that is being taught in regular classes.

Grade Level and/or Class	No. of Students	Occupational Topics in Class	No. of Days Spent on Unit	Teaching Activity Used in Class*

*Place letter representing activity with number in parenthesis indicating the number of times it was used.

a. Teacher uses occupational films.

b. Teacher uses occupational tapes, and/or occupational videotapes.

c. Teacher involves students in making and/or using occupational films, tapes, and/or videotapes.

d. Teacher uses occupational speakers.

e. Teacher organizes and conducts occupational field trips.

f. Teacher involves students in planning and/or conducting occupational field trips.

g. Other activities (please explain).

Data Collection Form: Performance Objective #1 - e,f,g

Directions: Would the counselor please answer the following questions:

1. Do you provide students occupational information in groups? Yes___ No___

   If the answer is Yes, please complete the following questions:

   a. How many times have you used group techniques this year? ______

   b. What was the average number of students involved in each group session? _____

   c. Were the students in the elementary school ____ high school _____ both ____?

2. Do you provide students occupational information in individual interviews? Yes ___ No ___

   If the answer is Yes, please complete the following questions:

   a. About how many individual interviews do you conduct in a month? ____

   b. About what percent of the students interviewed in a month are provided occupational information? _____

   c. About what percent of these were in elementary school ____?high school ____?

3. Does the school provide a file of occupational information and materials? Yes ____ No ____

   If the answer is Yes, please complete the following questions:

   a. Occupational file is located in counselor's office_____library_____ both places_____.

   b. Occupational file has local occupational information. Yes___ No___

   c. Students can look at occupational information: only in place where it is located______; can check it out and take it home______; can use it only in class_______.

   d. How much money did the school spend on occupational information this year? ____________

OBJECTIVE B - To broaden the occupational concept and awareness by incorporating occupational orientation into the school curriculum beginning at grade five.

PERFORMANCE OBJECTIVE #2

The students in the exemplary schools will increase their occupational concepts and awareness as indicated by:

a. displaying a statistically significant gain in the score earned on a pre and post test of knowledge of occupations.

b. their pre and post rankings of occupations on the basis of (1) importance to society, (2) earnings of occupations, and (3) the student's choice.

c. the number of occupations that a student is able to list at the beginning and at the end of the year.

d. a more appropriate occupational aspiration as judged by the counselor.

Data Collection Form: Performance Objective 2 - a

Name of School____________________________

This collection form will be an objective test provided by the State Department of Education. The information collected by use of the objective test will be as shown below.

Table_________ An analysis of the gains made by students on a pre and post test of occupations for Objective 2 a.

Area	Pre test			Post test			Difference		t	Level
	N	M	S.D.	N	M	S.D.	M	S.D.		* **

*Significant at .01 level of confidence

**Significant at .05 level of confidence

Data Collection Form: Performance Objective 2 - b

Directions: Given below is a list of twenty occupations. Please rank these occupations according to their importance to society. No. 1 would be most important, No. 2 would be next important, and so on until you rank each of the occupations.

____________Banker

____________Carpenter

____________Truck Driver

____________Welder

____________School Teacher

Data Collection Form: Performance Objective 2 - b_2

Directions: Given below is a list of twenty occupations. Please rank these occupations according to the amount of money you think each one makes. No. 1 would be the occupation that makes the most money, No. 2 would be the one that makes the next highest amount and so on until you rank each of the occupations in terms of earnings.

______________Banker

______________Carpenter

______________Truck Driver

______________Welder

______________School Teacher

Data Collection Form: Performance Objective 2 - b_3

Directions: Given below are a number of occupations. Look at these occupations and rank them in terms of which ones you would like to do. The one you would like to do most rank No. 1. The one you would next like to do rank No. 2, and so on until all have been ranked.

____________Banker

____________Carpenter

____________Truck Driver

Data Collection Form: For Objective 2 - c

Directions: We would like you to list the occupations that you know something about. Please list all the jobs that you have learned something about from your counselor, in classes, studying occupational material, watching films, or visiting the job, or in other ways.

JOB

Data Collection Form: For Objective 2 - d

Directions: Assume that you could choose any job you wanted to when you finished high school. Please list those jobs that you think you would like to have and could be successful in them.

Data Collection Form: For Objective 2 - d

Directions: The below named student has indicated the jobs he would like to get when he completes high school. Taking into consideration the student's attitude, abilities, and school achievement, please rate the appropriateness of the student's choice.

Name of Student________________________

Job	Job choice very unrealistice	Not likely to succeed in job but may with extra effort	Good choice for success in job	Very appropriate job choice

OBJECTIVE C - To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding value of education and its contribution to the world of work.

PERFORMANCE OBJECTIVE #3

The marginal students will display increased favorable attitudes toward school and improved self-concept toward the world of work as indicated by:

a. the pre and post test scores on the School Sentiment Index.

b. the pre and post test score on the Choosing a Job Inventory.

c. decreasing dropout rate of marginal students.

d. an improvement in school grades.

Criteria for Identifying Marginal Student

MARGINAL STUDENT

A. Disadvantaged		B. Slow Learners	
Student	Title I	80 or below IQ	Grade Average Below C

Data Collection Form: Performance Objective 3 - c

Name of School________________________

Directions: The definition of a dropout is any student who leaves school prior to graduation and fails to re-enroll or transfer to another school. Please provide the following information on students that dropped out of your school.

	No. of students that dropped out of school during school year		No. of students that completed school year but failed to return in fall		Total No. of dropouts	
Grade	Boys	Girls	Boys	Girls	Boys	Girls

Data Collection Form: Performance Objective 3 - d

Name of School______________________________

Directions: Please identify the marginal student using the criteria given you.

Then provide the following information on the marginal students.

All Marginal Students in Grade	Grade Point Average for 1970-71 School Year	
	Mean	S.D.
5		
6		
7		
8		
9		
10		
11		

OBJECTIVE D - To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.

PERFORMANCE OBJECTIVE #4

By June 30, 1972, each of the eight schools will offer a program to bridge the gap between education and the world of work as indicated by:

a. The establishment of a general cooperative education program.
b. Enrollment in the general cooperative education program of all eleventh and twelfth grade students that express a desire for cooperative training.
c. Positive results from a feedback questionnaire from the students.
d. Positive results from a feedback questionnaire from the employees.

Data Collection Form. Performance Objective-4a,b

Name of School________________________

Results of survey given to all tenth and eleventh grade students, May, 1971.

Desired General Cooperative Education Program	Number of Students Desiring Program
Meat Cutter	3
Carpentry	2

Results of survey showing the extent General Cooperative Education programs being offered - submitted May, 1972.

General Cooperative Education Program being offered by School	No. of Students Enrolled
Bookkeeping	10

Data Collection Form: Performance Objective - 4b

Directions: The school would like to develop a cooperative education program in which a student would go to school part-time and work part-time. We would like to determine your interest in such a program. If you would like to participate in this program, please list the type of jobs you would like to obtain training. Put your first, second and third choice.

Data Collection Form: Performance Objective - 4c,d

(Questionnaire not yet developed)

OBJECTIVE E - To provide intensive occupational guidance and counseling for all students during the last years of school, and to assist in the initial placement of all students upon leaving school.

PERFORMANCE OBJECTIVE #5

The students in the exemplary programs will receive intensive guidance and counseling services during the eleventh and twelfth grades as indicated by:

a. An occupational plan booklet completed by each student.

b. A cumulative record completed for each student.

c. Records of student visiting various places of employment and the employment office.

d. Monthly counselor and/or teacher interview reports.

e. Record of at least one placement referral.

f. Follow-up reports on job placement.

g. Proper course scheduling consistent with student's goals.

h. Results of a student questionnaire.

i. Available follow-up information on high school dropouts and graduates.

Data Collection Form: Performance Objective 5 - a,b,c,d,e,f

Name of School______________________________

Directions: Please list all your 11th and 12th grade students. After reviewing each student's file, please check if data is in file as stated and/or place a number where appropriate.

Student	Occupational plan booklet completed	Cumulative record completed & up to date	No. of employers visited	Has visited State Employment Office	No. of counselor interview reports in file	No. of teacher interview reports in file	No. of placement referral cards in file	No. of placement follow-up reports in file	

Data Collection Form: Performance Objective 5 - g,i

Name of School____________________________

Directions: We need the following information on your 12th grade students and students that graduated in May 1970.

I. All twelfth grade students

A. No. that took vocational education courses during the current fiscal year________.

B. Of the students in No. A, how many plan no post high school education________. How many plan post high school education other than college_________, and how many plan to go to college_________.

C. No. that took no vocational education courses during the current school year__________.

D. Of the students in No. C, how many plan no post high school education_______, how many plan post high school other than college______, and how many plan to go to college_________.

II. Please provide following information on students that graduated in the spring of 1970.

A. No. that went to work, married, or into military service_________.

B. No. that pursued post high school training other than college________.

C. No. that went to college________.

D. No. that no data is available________.

III. Please provide the following information on those students who went to work after graduating in May 1970.

No. of Students	Employment by Occupational Area
______________	Professional & Technical
______________	Management
______________	Clerical
______________	Sales Workers
______________	Craftsman
______________	Operations
______________	Service Workers
______________	Laborers
______________	Farmers, Farm Workers
______________	Non-Farm Agriculture
______________	No Data Available

Data Collection Form: Performance Objective 5 - h

This will be a questionnaire provided by the State Department of Education and administered by the Evaluation Agency.

OBJECTIVE F - To provide short intensive training for seniors who have not had previous vocational training.

PERFORMANCE OBJECTIVE #6

Senior students will respond positively to short intensive training courses or units as indicated by:

a. Number who complete the training.

b. Number who are placed in jobs for which they were trained.

c. A feedback questionnaire from students.

Data Collection Form: Performance Objective 6 a,b

Directions: Please provide the following information for all senior students that participated in the short intensive vocational training program.

Type of Training	No. who took training	The number placed on jobs in area of training

REPORTS FROM LOCAL SCHOOLS

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Mabel Jordan
School District #19
Box 158

May 31, 1971

4. SUMMARY OF THE REPORT

A. This report is for July 1, 1970 to June 30, 1971.

B. Goals and objectives of the project.

1. To initiate pilot occupational education programs for rural and small suburban Arkansas schools in grades five through twelve.

2. To broaden the occupational concept and awareness of youth by incorporating occupational orientation into the school curriculum beginning at grade five.

3. To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work.

4. To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.

5. To provide intensive occupational guidance and counseling for all students during the last years of school and to assist in the initial placement of all students upon leaving school.

6. To provide short intensive training for seniors who have had no previous vocational training.

C. Procedures followed.

The objectives will be achieved by (1) the school district employing a coordinator of cooperative education and a trained-experienced teacher for orientation classes (2) personnel from the school will attend conferences offered by state in preparation for this program (3) the school personnel will attend an in-service training session for orientation and preparation to acquaint the entire staff with the vocational program.

D. Results; Accomplishments.

This program will serve many students each year: (1) in particular it will concentrate on service for ALL seniors,--providing an intensive study of initial job application and problems. (2) Provide intensive training in classroom and through Training Station Experience for all G.C.E. students. (3) Provide a planned orientation to the world of work beginning with grades five. (4) This program could serve as a model for other schools.

E. Evaluation: will be continuous--It includes pretesting, past testing (Purpose to tell us what we need to do--then past testing to help determine what has been done). The real evaluation and results can only be measured in terms of the Student - improvements in their lives - physically, emotionally, morally, spiritually - both in occupational and social activities.

F. Conclusions and Recommendations.

Reviewing all eight phases of our program, we find they have each at its particular time been fulfilled. (as noted on page 11 of original project)

All objectives were attempted, many accomplished, and still others are being observed to measure results. Many favorable comments have been made by students expressing their appreciation of the preparation they have experienced through the program.

Recommendations - That a continuous effort be made to broaden the general program. That inovations in methods of presenting occupations be studied, and records kept by each school. Also study-outlines should be made for the individual school.

That all students, grades five through ten, be involved in at least a short introduction to occupations.

That grades eleven and twelve be directly involved in an intensive-type work experience.

5. BODY OF THE REPORT:

A. Problem areas toward which the project was directed - Vocational Competence to Students graduating from G.H.S. We had a definite need for a planned orientation, guidance, training and placement service for ALL students at the proper time to meet their needs.

Former students stated a very definite need for more occupation information as to jobs available for a vocational program.

This district has a terrific drop-out rate - especially grades eight through ten.

We are limited in class offerings, equipment, personnel and materials to properly educate and train students to enter the World of Work.

B. Goals and objectives of the project.

To provide occupational orientation programs beginning in the elementary grades.

Objective: Students in the Gentry Elementary School will gain knowledge of skills needed in occupations that are relevant to the area through the orientation program provided by the Gentry Schools as shown by the Teachers Constructed Pre-Post Test, of skills needed for selected occupations.

To provide awareness of job opportunities in the Area.

Objective: Eleventh and twelfth year students who have participated in the Occupational Program will know the most frequently available job opportunities of the area as shown by a Pre-Post Check list, provided by the Counseling Department.

To create interest and favorable attitudes towards education as it relates to the world of work.

Objective: Students participating in the Vocational Guidance and planned vocational program will develop positive responses toward school and learning as measured by a pupil attitude inventory.

2 OF 3

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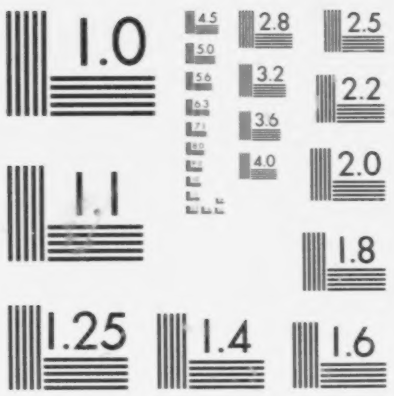
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1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

To provide intensive occupational guidance and counseling for all students finishing school, and to assist in initial placement of students.

Objective: All students participating in intensive guidance and counseling will have a complete record and be able to use information for making decisions both immediate and long range.

To provide training programs for students in his field of interest, so he may have an actual working experience.

Objective: To bridge the gap between school and the world of work. By evaluating interest and abilities the student can be placed on a job congruent with abilities expressed and that have been evaluated by previous records.

C. Description of the General Project design and Procedures followed:

This project is designed to serve students from grade five on through high school and at least to their initial employment.

The objectives of the project are being achieved by initiating a comprehensive occupational education program beginning with grade five this year. In grades five and six only an introduction type program is carried on. In grade six, we had small group discussions which proved very interesting and informative to the students. Grade seven had no direct occupational training this year, except fourteen boys who participated in twelve weeks Vocation Study, we will be working with them for a six week period next year through the social studies department.

Grades eight and nine were given or participated in one semester of orientation and have studied many occupations that they did not know existed.

Grade ten took exploratory type studies: Most boys took the fourteen areas of Farm Mechanics. Girls and boys took Family Living and Typewriting.

Grades eleven and twelve were offered General Cooperative Education. The Co-ordinator conducted a two-week intensive "World of Work" study with all seniors.

D. Results and accomplishments of the Project.

It would be very difficult to list or even to imagine the results or accomplishments of this project. The Gentry program has been geared to the individual student. Attention this year has been especially focused on grades eight and nine (drop-out age); and on eleven and twelve (decision and work experience age).

A great change in attitudes, outlook on life and goals has been realized by the G.C.E. students. Some statements will be attached to this report to prove the worth of the program to individuals who participated. (These statements were on the back of G.C.E. Sentiment Index. They were strictly voluntary.)

Teachers in the school worked together better than ever before to help students see themselves as they were, then to help them make changes they desired and saw a need for.

The program offered orientation, created interest, gave guidance, improved attitudes, and provided work training experience for many students who would never have been reached any other way.

Student Population:

grade No. in class	
5 - 65	Classroom teacher
6 - 59	Group discussions with Vocational Counselor
7 - 65	(only 14 in Vocational study)
8 - 58	One semester Vocational Orientation
9 - 47	One semester Vocational Orientation
10 - 51	All participated in Exploratory Vocational classes
11 - 60	6 on-the-job-training - others in Vocational classes (30).
12 - 43	All - Intensive two week "World of Work" 30 students involved in Work Experience.

QUOTES FROM STUDENTS

In my opinion this course is great. Due to problems beyond my control, I had to drop-out of school. I am now about to graduate. My situation was such that I had to work to survive. When I dropped out of school my grades were low and I was terribly dissatisfied with life in general. I had to find work one way or another, every place I came to and applied for a job was the same thing, the manager would look over my application and see I hadn't finished high school and had no particular training. It was always the same answer, "Sorry, I can't use you."

I came back to school, got in the vocational program, and now 2 weeks before graduation, I couldn't be happier. I can't put into words what I feel toward the help I have received from this program. It has given me a chance to get back in the human race, I feel like a part of society again. My grades are much better and I plan to further my education.

My morals, and living standards are much higher now, thanks to this class. I have learned to meet the public and feel comfortable in the presence of strangers. This and many other things I have learned in this class. I now have the confidence to step ahead and reach for higher things in life.

I feel that what I become in life will be because of this class, that someone cared.

Richard

This course has helped me a lot. I've changed a lot since the first of the year. I have a different outlook on life, it has helped me to understand myself and what I want to be.

I think every school should have this course, it would help a lot of people.

Jim

Our class work made me see a little more clearly what kind of person I really am. We didn't spend much time on any one subject but we did get the basic information we need to analyze ourselves and know better what we want from life. We also learned how, when, and where we should apply for jobs, and many other things that will help us all in life.

Charlotte

This class has been very helpful to me. Our classroom work has been very educational and efficiently handled. Not only have we learned about different jobs and how to get along with people, but we have learned a lot about ourselves; that somehow, we just couldn't see before. This class has been the chief influence in my decision to study the technical phase of industrial Electronics.

Tom

(These are quotes from some of the personal notes received at the close of the '71 school year)

Mabel Jordan, Teacher-Coordinator

Instructional Staff: Co-ordinator, Vocational Counselor, High School Counselor, Elementary Counselor, Agriculture and Home Economics Instructors, all qualified in Vocation.

Methods, Materials, Instruments and Techniques used: All classes used: Overhead projectors, films, speakers and field trips. Our material was very limited: SRA Kit, World of Work Kit; Occupational Outlook Handbook, and any other books and material we could locate to help on a particular area.

All in-service meetings planned in original project were met.

Co-ordinator, Counselor, and Administration participated in all state meetings in connection with the project.

The school held two planning and evaluation meetings with State Department heads of Vocational Education this year.

Visiting teams from Oklahoma State Department of Education and University of Arkansas have conferred with Administration and Vocational teachers of local school.

E. (is attached)

F. Conclusions, implications, and recommendations for the future.

Working again by grade level:

Grades five-six: More can be done toward job awareness. This age group is eager to know what people do to earn a living.

Grades 7-8: Offer a rotating class in all Vocational areas (business, agri, Home Economics and Vocational Orientation to other fields of service.)

Grades 9-10: Semester Courses - Exploratory: 14 areas Farm Mechanics, Plant and Animal Science; Home Making I, Consumer Education, Adult Living; Typewriting I and General Business.

Grades 11-12: Provided counselling for all students, Provided Training Stations or Educational Training for all desiring the program. Two classes offered in Direct Vocational Training: Job-Training and Office Education.

We are very pleased with the progress made this year. This school district feels it fills a need that could not be met by regular classroom instruction in the usual manner.

We have a definite need for more training stations. There are very few students who would not participate in G.C.E. if we had places for them to work.

This is to certify that the vocational program evaluation has been conducted in consultation with the administrator and the local advisory committee.

5-30-71
(Date)

Lonnie R. Edwards
(Advisory Committee Chairman)

Mabel O. Jordan
(Vocational Instructor and Evaluator)

Jack J. Efurd
(Superintendent)

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189 (361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Park D of Public Law 90-576

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Harrison Public School District
Harrison, Arkansas

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SUMMARY OF THE REPORT

(A) Time Period Covered by the Report

July 1, 1970--May 28, 1971.

(B) Goals and Objectives

This report discusses the main objectives of the program, which are as follows:

(1) To initiate pilot occupational education programs for rural and small suburban Arkansas schools in grades five through twelve.

(2) To broaden the occupational concept and awareness of youth by incorporating occupational orientation into the school curriculum beginning at grade five.

(3) To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work.

(4) To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.

(5) To provide intensive occupational guidance and counseling for all students during the last years of school and to assist in the initial placement of all students upon leaving school.

(6) To provide short intensive training for seniors who have had no previous vocational training.

The report states that these objectives are aimed at intensifying and broading the vocational aspects of education in the entire curriculum of the Harrison Public School system.

(C) Procedures Followed

The report states that the Coordinator taught three classes of Occupational Information in the ninth grade, but had no general cooperative related class. The GCE students were taught through the other vocational departments, this was done to see if this type of instructional method would be beneficial or a deterant to the project.

The report discusses the procedures used by the Coordinator and the Vocational Counselor to ready the elementary schools for an occupation unit and the procedures they used to work with the special education students and potential drop outs at the Junior High School level. It discusses their use of work experience jobs, used with these particular students.

The testing by the Vocational Counselor was described, as well as, her counseling activities at the elementary, Junior High School, and High School levels.

The student population, in relation to marginal students, students taking vocational subjects, and drop outs, was recorded in this section.

The vocational departments and teachers were listed, along with the members of the Exemplary Project advisory committee.

In the procedures section of the report the methods, materials, instruments, and techniques used are discussed in detail. These areas were discussed concerning the High School, Junior High School, and elementary levels, giving a list of films, books, and workbooks used and their publishers, authors, and the places to obtain them.

(D) Results; Accomplishments

This phase of the report discusses the general results and accomplishments of the project, and tells how the project has been favorably received, althrough the public relations has not been what it should have been.

It was realized that the innovative method of teaching the General Cooperative students was not a wholesome or workable situation for the project in Harrison, Arkansas.

The success of the Occupational Information classes in the ninth grade was discussed, as well as, the use of work experience jobs to encourage the special education students and other potential drop outs to stay in school.

The intensive occupational guidance and counseling in the senior high school was described and its success was projected through this description.

(E) Evaluation

The evaluation was outlined and its creator was named, as well as, his assistant and the guidelines he used. The time the evaluation was given was stated, as well as, the objectives and procedures of the evaluation.

Dr. Dolph Camp is the project evaluator who put together the methods to be used, and he devised the instruments to carry out the methods.

The instruments were given in grades, 5, 7, 8, and 10, and to the general cooperative students in the 11th and 12th grades.

(F) Recommendations and Conclusions

The conclusions and recommendations were divided into five parts: (1) High School, (2) Junior High School, (3) Elementary School, (4) General Project, and (5) General Project Continued.

(1) High School

This section of part (f) discusses the fact that the Coordinator will have a cooperative related class during the 1971 - 1972 school year. The Coordinator will teach only two classes of Occupational Information in the Junior High School, and the Vocational Counselor will teach the third class.

Discussed is the fact that the GCE students will have the VICA club, and that the previous I.C.T. students will be absorbed into the GCE program.

(2) Junior High School

This section discusses the concentration to be made on the special education students and other potential drop outs in Junior High School.

(3) Elementary Schools

This section discusses the plans for the unit of occupations to be taught in the fifth and sixth grades beginning in the 1971 - 1972 school year and the anxiousness of the faculty and students to receive this unit of instruction.

(4) General Project

This section is a description of the overall reception and value of the project to the community and entire school system.

The lessening of the load of extra duties of the Coordinator and the Vocational Counselor, is discussed, as well as, the proposed benefits of this strategy.

(5) General Project Continued

The use of new materials, more field trips and guest speakers is discussed for next year and the fact that a book will be used by the Occupational Information classes. There was no book used this year in those classes.

INTERIM REPORT

Body of the Report

A. The Exemplary Project in the Harrison Public Schools was directed at these following problem areas:

1. A subsidiary problem area at which this project was aimed, was that of the high drop out rate at the Junior High School level, the lack of occupational and vocational instruction and information, and the lack of counseling at this level.

2. The main problem area at which this project was aimed was the lack of a sufficient vocational training and occupational orientation from grades 5 - 12.

Though there are several very good vocational programs (Industrial Arts, Agriculture, Home Economics, Business Education and Distributive Education), there were areas that were not completely covered, especially cooperatively. There needed to be a stronger bond between all of these vocational programs.

Also, in the past, there have been some attempts by individual teachers throughout the system to incorporate occupational orientation into their classes, but there is need here for a systematic and uniform method to be implemented in order to get the ultimate benefits.

These problem areas are in effect the complete goals of the General Cooperative Education Exemplary Project.

A study made by the Harrison Public School system during the 1969 - 1970 school year, disclosed that 4.2% of the eighth and ninth grade students of the 1968 - 1969 school year terminated their education with no plans and no job prospects.

During the 1969 - 1970 school year the Ohio Vocational Interest Survey was checked by 184 nineth grade students and

174 tenth grade students in the Harrison Public Schools. This test indicated that less than half of the 368 students' highest tested interest agreed with their stated first occupational choice. This indicated that these two classes have a poor conception of the skills, knowledge and training needed in the various vocations. This, therefore; indicated a need for a more intensive program of occupational information in the Junior High School and elementary schools.

Goals and Objectives of the Project Objective

Objectives

1. To initiate pilot occupational education programs for rural and small suburban Arkansas schools in grades five through twelve.

2. To broaden the occupational concept and awareness of youth by incorporating occupational orientation into the school curriculum beginning at grade five.

3. To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work.

4. To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.

5. To provide intensive occupational guidance and counseling for all students during the last years of school and to assist in the initial placement of all students upon leaving school.

6. To provide short intensive training for seniors who have had no previous vocational training.

These objectives are all aimed at intensifying and broading the vocational aspects of education in the entire curriculum of the Harrison Public Schools.

The objectives and goals of this project cannot be expected to be accomplished in one school year, but will, hopefully, be accomplished or substanially incorporated into the curriculum at the end of a three year period, 1970 - 1973.

General Project Design

C. In establishing occupational education programs for grades five through twelve, this project has been designed for rural and small suburban school districts, especially those in depressed areas. More specifically, this project has been designed to meet the objectives listed in part (B) of this report.

Procedure

I. Staff

To accomplish the project design as stated in the preceding paragraph, the Harrison Public School system hired a General Cooperative Education Exemplary Coordinator and a Vocational Counselor.

During the 1970 - 1971 school year the Coordinator taught three classes of Occupational Information to ninth grade students. This class was a semester course and was taught two semesters, therefore; involving 184 ninth grade students.

The Coordinator started the General Cooperative Education program in grades eleven and twelve. There were nineteen cooperative students in this program, however; there was no related GCE class, as such. The students were oriented and taught through the other vocational programs (Industrial Arts, Agriculture, Home Economics, and Business Education).

The Counselor and Coordinator have both been working with the elementary schools, readying the fifth and sixth grade teachers to teach a unit[1] on occupational orientation beginning in the 1971 - 1972 school year.

The Vocational Counselor and Coordinator have, also, been working with the special education students and potential drop outs in Junior High School in an attempt to make them aware of the vocational scene today and aware of the importance of vocational training and education, in general. Also, they have placed several of these students in work experience situations in an attempt to motivate more of an interest in training and education.

The Vocational Counselor has been involved in extensive testing of the elementary and Junior High School students, using achievement tests and interest surveys.

In addition to doing her regular counseling activities, the Vocational Counselor has been counseling individual students, as well as, groups of students on occupations.

1. Working with this Exemplary Project staff is the following vocational staff:

(1) Vocational Agriculture teacher--
John Adams

(2) Vocational Business Education teacher--
Mrs. Robbie Grace

(3) Home Economics teacher--
Mrs. Everett Horton

(4) Vocational Industrial Arts teacher--
Jim Lee

(5) Distributive Education Coordinator--
Gerald Collard

An advisory committee, comprised of five men from various phases of the working community, works with the program. The following is a list of the advisory committee:

(1) Eliah Roomsburg--Twin Lakes Vocational School

(2) Cloyd Baltimore--Arkansas Power and Light Engineer

(3) Robert McCorkindale--City Attorney

(4) Waldo Fowler--Farmer and Soil Conservation Engineer

(5) Doug Hudson--Owner of Hudson's Grocery Store.

II. Student Populations

(1) Marginal Students

Grade 5	40
Grade 6	46
Grade 7	34
Grade 8	33
Grade 9	14
Grade 10	18
Grade 11	15

(2) Vocational Students including the students in the Industrial Arts, Agriculture, Home Economics, Business Education, Distributive Education, Industrial Cooperative Training (I.C.T.), and General Cooperative Education (G.C.E.).

(a)	Occupation Information Students	184
(b)	Seniors	121
(c)	Juniors	130
(d)	Sophmores	124
(e)	Freshmen	127

(3) Drop Outs

Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	3
Grade 9	16
Grade 10	10
Grade 11	7
Grade 12	4

III. Methods and Materials and Instruments and Techniques

High School Level

As described in the staff section of Procedures, in part (c) of the body of the report, the General Cooperative

Training was handled through the various vocational departments, as there was no General Cooperative related class. The Coordinator met with the various cooperative students, individually, during specified times during the week.

These cooperative students were given related instructions during their regular vocational classes, concerning their job duties, job responsibilities and regular vocational orientation.

The High School Counselor gave a group intensive training to ten senior students on applying for a job, and he used handout sheets on "Do's[2] and Don't's[3] of Applying for a Job" and on "How to Start a New Job the Right Way".

Almost every course, including non-vocational courses, at the High School level includes some form of vocational and occupational orientation.

Junior High Level

As stated before, three classes of Occupational Information were taught to the ninth grade students. There were actually six individual classes, as each course was only one semester, therefore; more ninth grade students were able to take the course. No specific book was used, rather collective information was complied from the following books and workbooks:

Books:

(1) Keys to Vocational Decisions, edited by Walter M. Lifton, Science Research Associates, Chicago, Illinois, 1964.

(2) Points for Decisions, T. L. Engle and Harold J. Mahoney, Harcourt, Brace, and World, Inc., New York, New York, 1961.

Workbooks:

(1) Life and You, Work and You, Success and You, and The Future and You, Palmer Publications, Easton, Pennsylvania, 1970.

(2) Suggested Teaching--Learning Approaches for Career Development in the Curriculum, D. E. Educators and Counselors in a Pilot Training Project, University of Minnesota, Summer, 1968.

(3) Teachers Guide to Group Vocational Guidance, Bruce Shertzer and Richard T. Knowles, Bellman Publishing Company, Cambridge, Massachuset, 1964.

(4) Vocational Orientation Teachers Guide, Vocational Teachers and Counselors, Arkansas Department of Education, Vocational-Technical Division, 1970.

The occupational information used for the class came from various companies, which offered free materials. These materials were obtained, both before the classes started, and after they began. The students were required to write for information to add to the information files. In addition to this information, briefs were purchased from the Career Development service of Palmer Publications.

Occupational Information was the main objective of this course, but attitudes and self-evaluation were as important an objective as the first.

The students in the Occupational Information classes wrote several essays concerning their attitudes, as well as, taking various self-evaluating surveys. Two of these surveys were "Rate Your Needs" and "Rate the Satisfactions You Need". Examples of the handouts they received on attitudes were the ones entitled "Dear Kid"[4] and "How to be Liked"[5], from the Vocational Orientation Teachers Guide.

Films[6] were used extensively in the Occupational Information classes.

In the Occupational Information classes the students had to make reports on various occupational interests and they had to interview people connected with these occupations.

These students were involved in the occupations in the community in other ways. They had to interview working women and find the reasons for them working and find their opinion of women working. They, also, had to interview various other workers and find the educational requirements and training required for diverse jobs in the community.

The Special Education students in the seventh and eight grades were counseled, individually and in groups, by the Counselor and Coordinator, concerning occupations and attitudes. These students, also, have guest speakers, who speak to them concerning occupations.

Elementary School Level

The Counselor and Coordinator developed an unit[1] on vocational orientation for the fifth and sixth grade teachers, as a helpful guide in teaching an unit of vocational orientation, beginning the school year 1971 - 1972. Orientation had already begun in several of the elementary school classes, they used bullentin boards and had the students make occupational folders. This orientation had started as early as the third grade in some cases.

The Counselor has worked closely with the elementary teachers and has been testing the elementary students, using achievement tests and intelligence tests.

Results and Accomplishments

D., 1. The project has had promising results, in that the school, the students, and the community are becoming more aware of the need for vocational training at an early age.

The project is opening new doors at all levels of the school curriculum that have been closed, in the past.

2. The teachers in the elementary schools are anxious to incorporate the unit of occupations into their curriculum. The teachers of the Title I classes and the special education classes in the elementary schools are especially anxious to get their students involved in this phase of the project.

3. The cooperative phase of the project has started slowly, as it was done differently from the other cooperative classes in the exemplary project. We were experimenting to see if this new way would be workable and useable.

After a year of using this method, we were able to realize there was not close enough contact between the Coordinator and the cooperative students, nor between the Coordinator and the employees, because the Coordinator was too involved at the Junior High School and the elementary schools. By not having a class at the high school level, the Coordinator was not in close enough contact with the high school instructors, nor the rest of the high school student body. This cost precious public relations which will have to be intensified during the summer months and during the 1971 - 1972 school year.

Another method will be implemented into the project curriculum for the high school level for the 1971 - 1972 school year, which will be described in part (f) of this report.

4. The Junior High Occupational Information phase of the project had very good results. The ninth grade students involved in this class were very responsive. They became more familiar with the community and its job opportunities. The students, also, gained a new insight to the direction they were going, and many of them began to realize the importance of planning for their future occupations.

Many of the student's attitudes toward work and life in general were changed, because of their newly gained insight into their ownselves, as well as, into the world of work.

5. By finding work experience jobs for many of the special education students and potential dropouts at the Junior High School level, the Coordinator and Counselor were able to reach many

of these students who would have, otherwise, lost complete interest in school and it's value.

These results were worth much in realizing the benefits and future value of this exemplary project.

Evaluation of the Project

E. The evaluation of this project was conducted during the month of May in the Harrison Public Schools. The methods of this evaluation were the effort of the project evaluator, Dr. Dolph Camp, who was assisted by Dr. Dean Andrews and the Arkansas State Department of Vocational Education. They, also, used the guideline in "Preparing Evaluation Reports: A Guide for Authors."

The evaluation had six procedure objectives, which covered the six main objectives of the Exemplary Project.

The evaluation covering this school year of 1970 - 1971 was conducted in grades five through twelve. There were seven instruments used in this evaluation from which results were derived. They are as follows:

I. Grade 5

1. Intermediate School Sentiment Index,
2. Choosing a Job Inventory,
3. The ranking of twenty occupations according to importance.

II. Grade 7

1. Secondary School Sentiment Index,
2. Choosing a Job Inventory,
3. The listing of as many occupations as possible in 40 minutes.
4. The listing of three occupations that the students would like to do upon the completion of high school.

III. Grade 8

1. The ranking of twenty occupations according to importance.

IV. Grade 10

1. Secondary School Sentiment Index,
2. Choosing a Job Inventory,
3. The listing of as many occupations as possible in 40 minutes.

V. Grades 11 and 12--GCE Students

1. GCE School Sentiment Index.

The results of this evaluation can be obtained through the Arkansas State Department of Vocational Education.

Conclusions, Implications, and Recommendations for the Future

F. I. High School

As stated in the (d) part of this report the cooperative phase of the project was limited in it's productivity, therefore; another method will be employed during the 1971 - 1972 school year. The Coordinator will have a related class with the GCE students, which will enhance the unification and stablization of this phase of the project. The Coordinator will teach two occupational classes instead of three, this will give him more time to coordinate. The third occupational class will be taught by the Vocational Counselor.

There was no club with the cooperative students this year, however; next year the G.C.E. students will take over the VICA club which is already in existence in the high school. This club will be for the I.C.T. students. The I.C.T. students will be absorbed by the GCE program for the school year 1971 - 1972.

II. Junior High School

There will be more involvement with the special education students and potential drop outs at the Junior High School level. Hopefully, this will decrease the drop out rate at this level even more.

There will be more involvement with the Occupational Information students, which will enhance the project and propagate the interest and knowledge in the area of occupations.

III. Elementary Schools

The elementary schools will start the units of occupations in the fifth and sixth grades. Both the faculty and students are already aware of and anxious for this new unit of the curriculum.

There is an increasing interest for this unit to be utilized in the lower grades. With the attitudes being quite optimistic, this unit will be implemented by many of the lower grade teachers.

IV. General Project

All in all, this project has been quite well received even though there hasn't been as much public relations utilized as the Coordinator and Vocational Counselor felt should be. Much more public relations will be formulated and utilized during the summer months, as well as, during the school year of 1971 - 1972.

The Coordinator and Vocational Counselor feel that with some of the extra load lessened, such as elementary testing by the Vocational Counselor and the Coordinator having less Occupational Information classes, and by adding the General Cooperative related class, the program will become the success in the next year that it is deemed that it should be.

As stated before, with more public relations, a more organized situation, and with only those duties as prescribed by the project guidelines, the project Coordinator and Vocational Counselor will be able to boast of a program that is only success oriented.

V. General Project Continued

The project will capitalize on and use more materials, field trips and guest speakers in all of it's many phases.

The Occupational Information classes will be using a new book during the 1971 - 1972 school year called, Successful in the World of Work, published by McKnight and McKnight. This book will help fill in some of the attitudinal and informational gaps omitted by the regular classroom procedures used, when no book was used.

APPENDIX

ELEMENTARY GUIDE FOR
VOCATIONAL ORIENTATION

GRADE 6

HARRISON PUBLIC SCHOOLS
1970-71

Bruce Bevens, Coordinator of Exemplary Program
Glenna Newman, Counselor of Exemplary Program

INTRODUCTION

This is merely a suggested guide for vocational orientation applicable to the sixth grade.

Throughout the years we, as educators, have deemphazised vocational training and skilled occupations. We are now trying to become more realistic in our attitudes about the world of work. Within our society there is a place for every working man. We must make it our job to enable each student to learn about various jobs, in order for him to make a wise decision as to his life's work.

This end can be achieved by various methods. One of these methods would be a separate unit on the world of work. Another method would be the coordination of economics and/or social studies and occupations. A third method would be the depiction of related occupations in the various subjects taught. One method might work better for one teacher or situation, whereas another might be better for another.

OBJECTIVES OF SIX WEEKS UNIT
OF VOCATIONAL ORIENTATION

I. Develop a positive concept of self.

  A. Recognize and accept limitations.

  B. Grow in ability to understand self.

II. Create vocational interests at an early age.

III. Develop ability to make wise decisions and choices.

IV. Develop a positive attitude toward work and preparation for work.

V. Learn about job opportunities in community and nation.

VI. Provide many opportunities to express interests, exercise talents.

VII. Explore areas in which to develop new interests and talents.

VIII. Learn to value the dignity and importance of all types of work and skills.

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3. List of Occupation Titles
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6. Table of Sixth Grade Math Achievement
7. Table of Sixth Grade Reading Achievement
8. List of Occupational Terms

VIII. Conclusion

OCCUPATIONAL BOOKS BY INDUSTRIAL CLASSIFICATION

The following list contains only a few of the many books that may be used to enrich your classroom insturction in vocational orientation. The titles are listed alphabetically under each industry.

AGRICULTURE

Green, Carla, I Want To Be a Cowboy.

__________. I Want To Be a Dairy Farmer.

Hayes, Will, Biggest Pig.

Lenski, Lois, Corn Farm Boy.

__________. Little Farm.

MacMann, Elaine. Risky Business.

Martini, Teri. True Book of Cowboys.

Sootin, Baura. Let's To to a Farm.

COMMUNICATION

Buchheimer, Naomi. Let's Go to a Television Station.

__________. Let's Go to the Telephone Company.

Miner, Opal, and Sevrey, Irene. True Book of Communication.

CONSTRUCTION

Bate, Norman. Who Built the Bridge?

Burton, Virginia Lee. Mike Mulligan and His Steam Shovel.

Gringhuis, Dick (Richard H.). Big Mac.

Hurd, Edith Thacher. Benny the Bulldozer.

Liang, Yen. The Skyscraper.

Urell, Catherine, and Chatfield, Jennifer. Big City Homes.

FINANCE, INSURANCE, REAL ESTATE

Elkin, Benjamin. The True Book of Money.

Rees, Elinor. At the Bank.

Sootin, Laura. Let's Go to a Bank.

FISHERIES

Hammond, Diana. Let's Go to a Harbor.

Greene, Carla. I Want To Be a Fisherman.

Schlein, Miriam. A Fisherman's Day.

FORESTRY

Brown, William L. and Rosalie M. The Forest Firemen.

__________. Whistle Punk.

Dobrin, Norma. About Foresters.

Hayes, Will. Biggest Pine Tree.

GOVERNMENT

Buchheimer, Naomi. Let's Go to a Firehouse.

__________. Let's Go to the United Nations Headquarters.

Colonius, Lillian, and Schroeder, G. W. At the Post Office.

Dillon, Ina K. Policemen.

__________. I Want To Be a Space Pilot.

Lenski, Lois. Little Fire Engine.

Miner, Opal, and Sevrey, Irene. The True Book of Our Post Office and Its Helpers.

__________. The True Book of Policemen and Firemen.

MANUFACTURING

Allee, Veva Elwell. About the Vegetables on Your Plate.

Butler, Roger. Let's Go to an Automobile Factory.

Nighbert, Esther. The True Book of Cloth.

MINING

Greene, Carla. I Want To Be a Coal Miner.

SERVICES

Bemelmans, Ledwig. Madeline and the Gypies.

Berger, Knute, and others. A Visit to the Doctor.

Chase, Francine. A Visit to the Hospital.

________. I Want To Be a Doctor.

________. I Want To Be a Nurse.

________. I Want To Be a Scientist.

________. I Want To Be a Teacher.

Hammond, Diana. Let's Go to a Hospital.

Harmer, Mabel. The True Book of the Circus.

________. Dr. Dick.

TRANSPORTATION

Colonius, Lillian, and Schroeder, G. W. At the Airport.

________. I Want To Be a Pilot.

Lenski, Lois. Little Airplane.

Posell, Elsa Z. The True Book of Transportation.

________. Giant Nursery Book of Things.

WHOLESALE AND RETAIL TRADE

Beim, Jerrold. Country Garage.

GENERAL

Lenski, Lois. We Live in the City.

________. When I Grow Up.

AGRICULTURE*****LATER ELEMENTARY

Brewster, Benjamin. First Book of Cowboys.

________. Plants That Feed Us.

Lenski, Lois. Corn-Farm Boy.

________. Cotton in My Sack.

Selsam, Millicent Ellis. Plants We Eat.

Stefferud, Alfred. The Wonders of Seeds.

COMMUNICATION

Hogben, Lancelot Thomas. Wonderful World of Communication.

Simpson, Willma Willis. About News and How It Travels.

CONSTRUCTION

Bothwell, Jean. First Book of Roads.

Colby, Carroll Burleigh. Earthmovers.

Elting, Mary. Machines at Work.

Peet, Creighton. First Book of Bridges.

Zaffa, George J. Big Book of Real Building and Wrecking Machines.

FISHERIES

Freuchen, Peter. Whaling Boy.

Jackson, Mary Coleman. Climb to the Crow's Nest.

FORESTRY

Buehr, Walter. Timber: Farming Our Forests.

Coombs, Charles Ira. High Timber: The Story of American Forestry.

GOVERNMENT

Bergaust, Erik. First Men into Space.

__________. F. B. I.

Coy, Harold. First Book of Congress.

Elting, Mary. First Book of Firemen.

Floherty, John Joseph. Our F. B. I.: An Inside Story.

Schneider, Herman. Everyday Weather and How It Works.

MANUFACTURING

Foster, Joanna. Pages, Pictures and Print.

The Story of Aluminum. Prepared by Kaiser Aluminum and Chemical Corp.

Wormser, Sophie. About Silkworms and Silk.

MINING

Lenski, Lois. Camp Fire Girl.

Markun, Patricia Maloney. First Book of Mining.

SERVICES

Brewster, Benjamin. First Book of Baseball.

Commins, Dorothy Berliner. All About the Symphony Orchestra and What It Plays.

Gough, Catherine. Boyhoods of Great Composers.

Graham, Alberta Powell. Clara Barton, Red Cross Pioneer.

________. Great Men of Medicine.

Pratt, Fletcher. All About Famous Inventors and Their Inventions.

TRANSPORTATION

Bendick, Jeanne. First Book of Airplanes.

________. Trucks and Trucking.

Greene, Carla. A Trip on a Jet.

Hamilton, Russell. First Book of Trains.

SIX WEEKS UNIT

1st Week...........Health and Welfare Unit

2nd Week...........Farming, Ranching and Outdoor

3rd Week...........Driving Occupations

4th Week...........Business Occupations

5th Week...........Service Occupations

6th Week...........Evaluation

The ideas the students need to learn about each occupation studied:

1. Education and/or training required
2. Dress expected
3. Duties
4. Wages, salaries or fees
5. Attitudes
6. Future expectation

PROCEDURES AND ACTIVITIES

1. Students can interview parents about work.
2. Class can discuss books and relate occupations.
3. Students can write paper about what they want to be.
4. Cut out pictures from magazines depicting various jobs.
5. Make scrapbook depicting jobs in catagories.
6. Have students collect newspaper want ads on various occupations.
7. Have student collect various newspaper want ads on one specific occupation from different newspapers and compare the opportunities in different locales.
8. Have students depict, through role playing, different occupations.
9. Have students depict through role playing a job interview.
10. Make bulletin board on different occupations.
11. Make bulletin board on the various occupations that come under the specific occupational area being studied.
12. Have students find one occupation that is now or becoming obsolete and the reason why this has happened or is happening.

13. The class can survey sister's and mother's occupations. Discuss meaning of survey finding in comparison with the history of women in the world of work.

14. Discuss the occupations involved in the building of a school building.

15. Take students on a tour of some business or industry and have them describe the different occupations being utilized.

16. Have students interview a parent, grandparent or relative about what effect the Great Depression had on occupations and unemployment.

17. Have speakers come in and talk about their occupations to the class.

18. Have students identify and discuss jobs that require mobility. Discuss job transfers.

19. Have students interview parent to see how many times he has changed jobs in his lifetime.

20. Have class discuss what they feel is the difference between work and career.

21. Role Playing: Have students place themselves in an occupation or job setting and relate to the group what work means to them. (e.g. doctor, teacher, policeman, scientist)

22. Have students discuss their own attitude toward women working.

23. Ask those who have working mothers to raise their hands. Have these students interview their mothers to determine why they are working. Should women plan and prepare for a career.

24. Use occupation terms for spelling and definitions.

25. Use occupational briefs to show the different qualifications for jobs.

26. Let students write for free information on different occupations.

27. Let the students choose several occupations and draw themselves in each setting.

A SUGGESTED WEEKS PLAN

FIRST WEEK

Health and Welfare Occupations

OBJECTIVES:

Create an interest in occupations.

Develop ability to locate material about occupations and distinguish between fact and fiction.

PROCEDURES:

Introduce unit and discuss various parental occupations.

Students interview parents about work.

Discuss books and related occupations.

Role playing--including making uniforms, etc.

Papers on what I want to be.

Art--work related to materials studied.

Free reading on identifying jobs.

Oral and written reports on books and related jobs.

Cut out pictures in magazines depicting various jobs.

MATERIALS:

Library books

Students themselves

Community jobs in this area

EVALUATION:

Plan a test on the general information taught.

HEALTH AND WELFARE OCCUPATIONS

DAILY PLAN

MONDAY

DATE:

OBJECTIVES

Introduce unit and create an interest in occupations.

Distinguish the occupations related to Health and Welfare Occupations.

PROCEDURES

Oral-parents jobs and what students know about the world of work.

Write paper on what they want to be.

Art work related.

Check of library books.

MATERIALS

Library books.

EVALUATION

RESOURCES

Guess Speakers (all areas of work)

Library books

Field trips

Films

Magazines

- Boys Life
- Children's Digest
- Young Miss
- Highlights

Tapes and Recordings

"Our World of Work" S.R.A.

FILMS

All of the films listed below are available from the Arkansas Department of Education Film Library, Little Rock, Arkansas, 72201.

1. Our Shrinking World (d-j-s) 10 minutes (#1068)
2. Shy Guy (d-j-s-a) 16 minutes (#107)
3. Your Thrift Habit (e-j-a) 10 minutes (#464)
4. Getting the News (e-j) Color (#6115)
5. Money In the Bank--And Out (p-e) 15 minutes Color (#6144)
6. High School: Your Challenge 16 minutes (#5375)
7. How to Succeed in School 10 minutes (#1393)
8. Making the Most of School (e-j-a) 10 minutes (#455)
9. Don't Get Angry (e) 12 minutes (#5433)
10. Are You a Good Citizen (e-j-s) (#1044)

Some of the following occupations may be used for study:

HEALTH AND WELFARE OCCUPATIONS

ANTHROPOLOGIST
ARCHAEOLOGIST
ATHLETIC COACH
AUDIOLOGIST
BACTERIOLOGIST
BANKER
BIOLOGIST
CHIROPRACTOR
CLERGYMAN
COUNSELOR
COUNTY EXTENSION WORKER
CURRICULUM MEDIA ANALYST
DENTAL HYGIENIST
DENTAL TECHNICIAN
DENTIST
DENTIST'S ASSISTANT
DETECTIVE
DIETICIAN
ECONOMIST
ENTOMOLOGIST
F. B. I. AGENT
FIREMAN
FOREIGN SERVICE WORKER
FUNERAL DIRECTOR
GEOGRAPHER
HOME ECONOMIST
HOSPITAL ADMINISTRATOR
JUDGE
LAWYER
LIBRARIAN
MEDICAL RECORDS LIBRARIAN
MEDICAL X-RAY TECHNICIAN
MEDICAL TECHNICIAN
NURSE
OCCUPATIONAL THERAPIST
OPTOMETRIST

ORDERLY--NURSE AIDE

PERSONNEL INTERVIEWER

PHARMACIST

PHYSICAL THERAPIST

PHYSICIAN

POLICE OFFICER

PROBATION AND PAROLE OFFICER

PSYCIATRIST

PSYCHOLOGIST

PSYCHOMETRIST

RECREATION WORKER

RESEARCH LIBRARIAN

SAVINGS AND LOAN OFFICER

SCHOOL ADMINISTRATOR

SOCIAL WORKER

SOCIOLOGIST

SPEECH AND HEARING THERAPIST

TEACHER

TELEVISION TEACHER

URBAN PLANNER

VETERINARIAN

SERVICE OCCUPATIONS

ARMED FORCES FOR WOMEN
BAKER
BARBER
BEAUTICIAN
CHEF
CLERGYMAN
COMPANION
CURATOR
CUSTODIAN
DETECTIVE
DIETICIAN
DOMESTIC SERVICE WORKER
DRESSMAKER
DRIVER
FIREMAN
FOREIGN SERVICE WORKER
FUNERAL DIRECTOR
HOTEL-MOTEL MANAGER
HOUSEKEEPER
INSURANCE AGENT
INTERPRETER-LINGUIST
MAIL CARRIER
MAINTENANCE MAN
MEAT CUTTER
MERCHANT SEAMAN
MODEL
OCCUPATIONAL THERAPIST
ORDERLY-NURSE AIDE
PIANO TECHNICIAN (TUNER)
POLICE OFFICER
PUBLIC RELATIONS WORKER
RADIO AND T.V. REPAIRMAN
RADIO OPERATOR
RECEPTIONIST
ROOM CLERK
ROUTEMAN
SALES CLERK
SERVICE STATION ATTENDANT
SHIP PILOT
SHOW REPAIRMAN

STEWARD-STEWARDESS

TAILOR

TELEPHONE OPERATOR

TOLL COLLECTOR

TRAVEL AGENT

UPHOLSTERER

WAITER-WAITRESS

WAREHOUSEMAN

WOMEN IN THE ARMED FORCES

BUSINESS OCCUPATIONS

BUSINESS CONTACT

ADVERTISING MAN
ADVERTISING MANAGER
APPRAISER
ARCHITECT
AUCTIONEER
AUTOMOBILE SALESMAN
BANK CLERK
BANKER
BUILDING CONSTRUCTION TECHNICIAN
BUYER
CASHIER
CLAIMS ADJUSTER
COLLECTOR
CONTRACTOR
CREDIT MANAGER
CURATOR
DEMONSTRATOR
FLORIST
HOSPITAL ADMINISTRATOR
HOTEL--MOTEL MANAGER
INSURANCE AGENT
INSURANCE INVESTIGATOR
LAWYER
MARKET RESEARCH ANALYST
OCCUPATIONAL THERAPIST
PERSONNEL INTERVIEWER
PUBLIC RELATIONS WORKER
PURCHASING AGENT
RADIO ANNOUNCER
RECEPTIONIST
ROOM CLERK
ROUTEMAN
SALES CLERK
SALESMAN
SAVINGS AND LOAN OFFICER
SCHOOL ADMINISTRATOR
SCHOOL BUSINESS ADMINISTRATOR
SECRETARY
TICKET AGENT
TOLL COLLECTOR

TRAFFIC MANAGER TRAVEL AGENT

FARMING, RANCHING AND OUTDOOR

AGRICULTURAL TECHNICIAN

AGRONOMIST

ARCHAEOLOGIST

ATHLETE, PROFESSIONAL

BOTANIST

DAIRYMAN

DIVER

ENTOMOLOGIST

FARMER

FISH AND GAME WARDEN

FISHERMAN

FLORIEST

FOREST RANGER

FORESTER AIDE

FRUIT GROWER

FUR FARMER

GAMEKEEPER

GEOLOGIST

GREENSKEEPER

HORTICULTURIST

HUNTING AND FISHING GUIDE

LANDSCAPE GARDENER

LINEMAN

NURSERYMAN

ORCHARD WORKER

POULTRY FARMER

RANCHER

RECREATION WORKER

ROOFER

SURVEYOR

SURVEYOR HELPER

TREE PRUNER

ZOOLOGIST

DRIVING OCCUPATIONS

TRAFFIC MANAGER

BUS DRIVER

LOCOMOTIVE ENGINEER

ROUTE MAN

TRUCK DRIVER

TAXI DRIVER

FARM MACHINE OPERATOR

CONSTRUCTION MACHINE OPERATOR

MECHANIC

DRIVING INSTRUCTOR

ENGINEER

SHIP PILOT

BUSINESS OCCUPATIONS

BUSINESS CLERICAL

ACCOUNTANT

BANK CLERK

BILLING MACHINE OPERATOR

BOOKKEEPER

CASHIER

CHECKER

COURT REPORTER

DATA PROCESSING PROGRAMMER

DATA PROCESSING SPECIALIST

DENTIST'S ASSISTANT

FILE CLERK

INTERNAL AUDITOR

KEY PUNCH OPERATOR

LEGAL SECRETARY

MAIL CARRIER

OFFICE CLERK

OFFICE MACHINE OPERATOR

PROOFREADER

RAILROAD CLERK

RECEPTIONIST

ROOM CLERK

SECRETARY

SECRETARY, LEGAL

SHIPPING CLERK

STATISTICAL CLERK

STENOGRAPHER

STOCK CLERK

TABULATING MACHINE OPERATOR

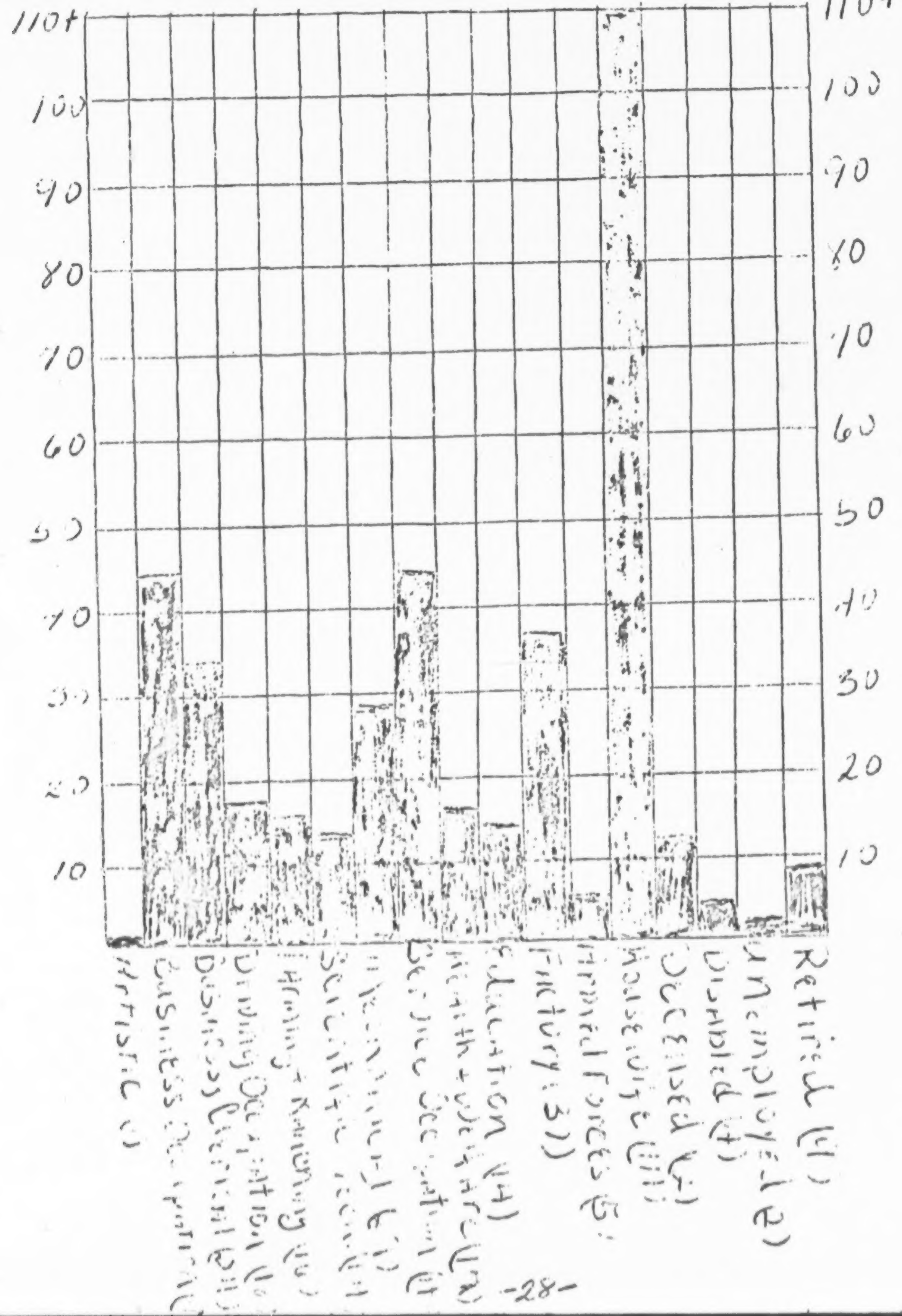
TELETYPE OPERATOR

TICKET AGENT

TIMEKEEPER

TYPIST

This chart shows the types and numbers of occupations held by 1970-71 sixth grade student's parents, this information was taken from the enrollment cards.



DISTRIBUTION OF CALIFORNIA MENTAL
MATURITY I. Q. SCORES

SPRING 1971

HARRISON PUBLIC SCHOOLS

6th GRADE

SCORE INTERVAL	FREQUENCY	CUMMULATIVE FREQUENCY
140 and over	0	230
130-139	7	230
120-129	28	223
110-119	67	195
100-109	49	128
90-99	34	79
80-89	26	45
70-79	15	19
60-69	4	4
Below 60	0	0

SRA MATH ACHIEVEMENT

6th GRADE

FALL 1970

SCORE INTERVAL	FREQUENCY	CUMULATIVE FREQUENCY
9-5	1	201
9-3	2	200
9-1	2	198
8-8	1	196
8-6	7	195
8-3	2	188
8-1	5	186
7-8	4	181
7-6	6	177
7-4	5	171
7-2	7	166
6-9	9	159
6-7	12	150
6-5	8	138
6-4	5	130
6-3	11	125
6-1	9	114

SCORE INTERVAL	FREQUENCY	CUMULATIVE FREQUENCY
5-9	9	105
5-7	9	96
5-5	10	87
5-3	14	77
5-1	8	63
4-8	13	55
4-6	8	42
4-5	4	34
4-3	3	30
4-1	10	27
3-8	8	17
3-6	3	9
3-4	2	6
3-3	3	4
3-2	1	1

SRA READING ACHIEVEMENT

6th GRADE

FALL 1970

SCORE INTERVAL	FREQUENCY	CUMULATIVE FREQUENCY
11-1	4	202
10-8	1	198
10-1	6	197
9-7	5	191
9-3	5	186
8-9	7	180
8-6	8	173
8-3	7	165
8-1	14	158
7-7	4	144
7-5	8	140
7-3	4	132
7-1	8	128
6-8	9	120
6-6	10	111
6-4	4	101
6-2	6	97

SCORE INTERVAL	FREQUENCY	CUMULATIVE FREQUENCY
6-1	8	91
5-8	6	83
5-6	6	77
5-4	7	71
5-2	7	64
4-9	5	57
4-8	5	52
4-6	5	47
4-4	8	42
4-2	2	34
3-9	10	32
3-7	9	22
3-5	7	13
3-2	5	6
3-1	1	1

OCCUPATIONAL TERMS

1. VOCATION
2. CAREER
3. PERSONALITY
4. INTERVIEW (JOB)
5. TEAMWORK
6. INTERESTS
7. WANT ADS
8. EMPLOYMENT AGENCY
9. PROFESSIONAL WORKER
10. MANAGER
11. TECHNICAL
12. SKILLED WORKER
13. UNSKILLED WORKER
14. MECHANICAL
15. FARMING
16. COLLEGE
17. VOCATIONAL TECHNICAL SCHOOLS
18. JOB APPLICATION
19. MANUFACTURER
20. SOCIAL SECURITY
21. BUSINESS
22. AGRICULTURE
23. HEALTH OCCUPATIONS
24. SERVICE OCCUPATIONS
25. CO-WORKERS
26. CLERICAL OCCUPATIONS
27. ARTISTIC
28. ADVERTISEMENT
29. WHITE-COLLAR WORKER
30. BLUE-COLLAR WORKER
31. STATUS
32. ATITUDE
33. ABILITY
34. INFORMATION
35. ARMED SERVICES
36. GOVERNMENT OCCUPATIONS
37. SALES OCCUPATIONS
38. EDUCATION
39. EDUCATION
40. PROMOTION
41. SALARY
42. UNION
43. COUNSELOR

44. MANUAL OCCUPATIONS
45. PART-TIME JOB
46. TALENTS
47. WAGES
48. ON-THE-JOB TRAINING
49. OUTDOOR OCCUPATIONS
50. HOBBIES
51. GOALS
52. GRADES
53. DROP-OUTS
54. INTELLIGENCE

CONCLUSION

This proposed six weeks unit has been broken down into occupational areas that fit this community. These occupational areas were formulated after a lengthy research of the enrollment materials of all the elementary schools concerning parental occupations. This was done because the students are involved more directly with these occupations whether they realize it or not and because there is a considerable number of these students who will follow in their parents occupational footsteps.

However, there are also students who will aspire for occupations other than those included in this unit, thus those occupational areas should not be overlooked.

There are other materials not included in this unit that may be obtained through a coordinated effort of the elementary teachers, principals, and the Exemplary Project staff and research team.

We, the members of the Exemplary Project, are available whenever necessary for assistance in obtaining additional materials and for any other assistantship.

DOS FOR JOB SEEKERS

DO Stress your qualifications for the job opening.

DO Recount experience you have had which would fit you for the job.

DO TAlk and think, so far as possible, about the future rather than the past.

DO Indicate where possible, your stability, attendance record and good safety experience.

DO Remember that older employees are capable, dependable, trainable, careful, and steady.

DO Try to learn ahead of time about the company and its products.

DO Assume an air of confidence.

DO Approach the employer with respectful dignity.

DO Try to be optimistic in your attitude.

DO Maintain your poise and self-control.

DO Try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)

DO Hold yourself erect.

DO Apply for a specific job or jobs.

DO Answer questions honestly and with straightforwardness.

DO Stress the contribution you can make to the enterprise.

DO Have available a list of former employers, time, and period of service.

DO Apply for the job in person.

DO Let as many people as possible know you are "Job Hunting."

DO Know the importance of getting along with people.

DO Recognize your limitations.

DO Make plenty of applications.

DO Indicate your flexibility and readiness to learn.

DO Be well-groomed and appropriately dressed.

DON'TS FOR JOB SEEKERS

DON'T Keep stressing your need for a job.

DON'T Discuss past experience which has no application to the job situation.

DON'T Apologize for your age.

DON'T Be untidy in appearance.

DON'T Be a know it all.

DON'T Cringe or beg for consideration.

DON'T Speak with muffled voice or indistinctly.

DON'T Be one of those who can do anything.

DON'T Hedge in answering questions.

DON'T Express your ideas on compensation, hours, etc. early in the interview.

DON'T Hesitate to fill out application, give references, take physical examination, or tests on request.

DON'T Hang around, prolonging interview, when it should be over.

DON'T Go to an interview without a record of your former work connections.

DON'T ARRIVE late and breathless for an interview.

DON'T Be a person who can't take instructions.

DON'T Depend upon the telephone for your job.

DON'T Isolate yourself from contacts who might help you find a job.

DON'T Feel that the world owes you a living.

DON'T Make claims if you cannot "deliver" on the job.

DON'T Display a feeling of inferiority.

FILMED FROM BEST AVAILABLE COPY

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing and about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem......................... What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

HOW TO BE LIKED

1. Always recognize and be considerate of the feelings of others. This is the prime attribure of a good leader.

2. Learn to really understand and like people in general. Their attitude toward you is a reflection of the way you feel toward them.

3. Learn to be a good mixer. This means being kind and friendly to all those with whom you come in contact.

4. Become interested in what the other fellow is doing. Incidentally, you might learn something of value.

5. Always respect the other fellow's right to his own opinion. You do not have to agree with him.

6. Never tease or joke about facts to which others might be sensitive. These "twits" are sharp daggers capable of inflecting deep and permanent wounds.

7. Be a builder-upper. When you boost the other fellow, your own stock goes up.

8. Be cheerful even when you feel "down." There is enough gloom in the world already.

9. Learn to be a good listener. Your mission in life is not broadcasting.

10. Develop a sense of humor. A good laugh is better medicine than the doctor's pills.

11. Cultivate unselfishness. The infant is born selfish--you should have grown since birth.

12. Be fair-minded. What a person is and does determines his worth, not where or how he was born.

APPENDIX

FILMS

Arkansas State Department of Education:

1. Teamwork
2. Getting the News
3. Are You Popular
4. Introducing the New Worker to His Job
5. Importance of Selling
6. World Trade for Better Living
7. Finding the Right Job
8. Belonging to the Group
9. You and Your Work
10. Benefits of Looking Ahead
11. Ben Franklin Sells Today
12. High School: Your Challenge
13. Africans All
14. LSD: Insight or Insanity
15. Marijuana
16. Where the Action Is
17. Portrait of a Disadvantaged Child
18. The Dangerous Years
19. Wanted: Skilled Workers
20. Learning to Study
21. How to Succeed in School
22. The Dropout

FILMS (continued)

Association Sterling Films, 8615 Directors Row, Dallas, Texas, 75247

1. Moments of Decision

2. The Men from the Boys

3. Into the World

4. The Now Colleges

5. Distributive Education: Tell It Like It Is

Bell Telephone System, 915 WEst 23rd Street, North Little Rock, Arkansas

1. Manner of Speaking

2. Tomorrow is Now

3. Engineering--The Challenge of the Future

4. I Rather Like You--Mr. Bell

Interim Report

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Mr. Don Thompson
Hope School District 1-A
Hope, Arkansas

June 11, 1971

June 1970 to July 1, 1971

The goals and objectives of this project were to attempt to bridge the gap between the world of work and the school. We wanted students in the co-op program that were potential drop-outs and those that did not have a high academic learning capacity. We wanted to show these students it made no difference which field of work he went into he had to have some education or training background to perform these jobs at training stations. We wanted the people in the community to help us with these students through their advice and experience at the training station where these students worked. We, also, wanted most of these students to realize that it would be best to go on to an area Voc Tech School for further training after his or her graduation.

After attending the workshop at Camp Couchdale, I began to interview students that were interested in the program. I wanted to find out what training station they would be most interested in and what field of occupation they would like to follow after graduation. After this, I began to talk to local business men about hiring the students and what the program was about. About this same time, I began to set up my advisory committee which was composed of local business men and two instructors at the high school. These men were really a asset to my program. At the beginning of school I had explained the program to most of the business men and had obtained 31 training stations. During the summer I spoke before both the Rotary and Kiwanis Clubs because this is where the bulk of the business men are found and it was an excellent opportunity to sell my program.

When school started Mr. Bullock began to counsel with the students about what field of work they were to pursue after graduation and give them information about the Voc Tech Schools in this area. He worked with all the students at Hope High, not just co-op students. The first semester we began to talk with some of the high school teachers and grade school teachers about setting up an Occupations Class. Mr. Harold Dickerson and Mr. Felton Nunn began to instruct Occupation Classes here at the high school. Mr. Hardage began teaching Occupation Classes in the grade school. According to a survey taken of these students it was found to be interesting and informative. They had several guest speakers to come in during the semester and were taken on several field trips to Voc Tech Schools and local business places.

Mr. Hardage also had guest speakers. In his words he said, "they really ate that stuff up". They seemed to be really interested in the different occupations that were open to them.

In class instruction for the co-op students included a study of work habits, what would be expected of them while on their jobs and also off the job. They also used study guides in class for their on the job instruction that I had ordered in the summer. Most of the students in this program seemed to be weak in math, therefore they received about 6 weeks of shop math, calculation of percent and interest and federal tax. The ones who had decided on their chosen occupation were given further instruction. Example- bookkeeping, welding, electricity, auto mechanic, farm management, etc.

Mr. Bullock had several films that were shown to the students during the year in work habits and occupations and also several on the disadvantages of being a drop-out.

We feel like we have provided a program for students who were more interested in vocational work, and a better understanding why a person needs so much training these days to have a good job. We also feel like we have kept a lot of people from dropping out of high school. We also feel that we are responsible for so many of the students who will be attending Voc Tech Schools next year. More have been interested in this type of schooling this year than ever before. We also feel this program has provided a permanent job for some of the co-op students who plan to stay at their training stations.

If I were evaluating a program to see if it had accomplished what it was set up for, I would see what it had done for the student. I have had several to tell me they plan to further their education either at Voc Tech or college, and it was because of the counseling and the fact they need more education and training after seeing what was required of them at their training stations. I have had several to tell me it was the only thing that kept them in school. All of the co-op students were in FFA. I think they learned what responsibility, leadership and character meant after working at these training stations.

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Jack Clemens
Magnolia School District 14
P. O. Box 649

May 17, 1971

SUMMARY OF THE REPORT

(a). Time covered by this project--July 1, 1970--June 30, 1971.
(b). Goals and objectives of the project:

1. Acquaint as many students of the Magnolia school system with meaningful work experiences as possible during the calendar year.
2. Place several students in training jobs under the G. C. E. program.
3. Contact a large per cent of the student body about occupational outlook opportunities.
4. Be available to any student who wants to have a person-to-person talk about job opportunities.
5. Distribute printed material about applying for and succeeding in jobs.
6. Construct a meaningful curriculum for the G. C. E. class hour.
7. Contact a large majority of the employers in the community and explain the G. C. E. program.
8. Start and make function a " Youth Employment Club" with the employed students.
9. Establish a functioning advisory board that will establish good relations with community agencies--labor, news media, civic clubs, chamber of commerce,and others.
10. Establish working relations with the NYC, Vocational Rehabilitation agencies, probation agencies, area Vocational schools, and and the Employment Security office.

(c). Procedures followed:

Thirty five of the lowest achievers, and their parents were asked to come in, individually, in August, 1970, for consultation, and orientation about this program. This resulted in seventeen students becoming G. C. E. trainees.

In April and May 1971 approximately 200 students met in small groups to receive information concerning the G. C. E. program and the occupational outlook for the present world of employment.

Personnel has been available before school, during the noon hour, and by appointment for person-to -preson job information discussions.

Basically five hand-outs were used for approximately 200 students contacted by the program, which are listed in the illustrations.

The textbooks used are as follows:

Succeeding In the World of Work, McKnight, McKnight Publishing Co., Bloomington, Ill.: Retail Merchandising, Southwestern Publishing Co., Cincinnati, Ohio.Forty 16 MM films related to G. C. E. were shown.

Summary--continued:

The students worked on job related materials one or two 30 minute periods per week. These materials came from the Arkansas Gazette, Time Magazine, paper back books, and publications with articles the students needed. Much material was secured free from local, state, and national concerns.

The "Youth Employment Club" met 30 minutes each week, where activities were planned, students presented programs, and prominent speakers were invited.

Approximately 110 employers were contacted for the purpose of explaining the program.

Our advisory board, Mr. W. C. Blewster, director of the Chamber of Commerce: Mr. Leon Schultz, local business-man and member of the school board; and Mr. Wendell Grissom, director of Employment Security office, functioned very well, and contributed to the class in many ways.

About 50 students came through the G. C. E. office on their way to N. Y. C. employment in the community. We worked with our local school, the county judge, the Mayor, and others in setting up a channel to send the students into the G. C. E. program after they are terminated by the N. Y. C. We are working with Vocational Rehabilitation in placing students, and helping them move up to G. C. E. We have helped about 4 boys who were on probation to secure jobs.

(d). Results: Accomplishments;

The results are very satisfactory in that 37 students received G. C. E. employment training, over 200 came in contact with information on how to apply for a job, job opportunity outlook, also, how to lose a job.

(e). Evaluation.

At least 33% of the seniors should be enrolled in G. C. E., and 10% of the juniors. A good, meaningful, related curriculum should be developed.

(f). Conclusions and Recommendations:

About 15 very poor achievers were able to learn, and have a happy experience in the G. C. E. Several were able to make an "A" grade for the first time. About 100 students found out that they could have a good job after training and experience. Our community of employers is ready to accept this program.

The G. C. E. program will help our school, community, and economy in every way. Vocational curriculum should be increased greatly. Dignity for learning in the trades and industries should be brought about. We recommend that more financial help from the Federal Government be made available for teaching Vocational Education in every public high school.

Body of the Report

The most pressing need for the program was to inform the non-college bound seniors of the opportunities of society that await them through this program. They knew practically nothing about job opportunities in the state area vocational schools. All of our students needed to know more about the world of work and how to succeed in this world. We had these facts established through our guidances department.

The goal was to prepare students to move in the direction of their objectives.

We need to tell the students about the program, help them find out the extent of their abilities, and then to work through the employer to accomplish this.

Jack Clemens
G.C.E. Coordinator
Magnolia High School
6-4-71

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Bill Knowles
Mtn. Home High School
Mtn. Home, Arkansas

June 11, 1971

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- Evaluation 2
- Conclusions and Recommendations 2

PERIOD COVERED:

July 1, 1970, to June 30, 1971

GOALS AND OBJECTIVES OF THE PROJECT:

1. To give the GCE students a good understanding of employment opportunities and responsibilities through direct on-the-job training.
2. To develop the proper attitude toward work and the workers.
3. To increase the economic health of the community as companies are able to meet their needs for skilled workers.

PROCEDURES FOLLOWED:

1. Counseled with the GCEstudents about occupations.
2. Found the GCE students training stations directly related to their chosen occupations.
3. Supervised the students in their training stations.
4. Used group instruction for common topics and gave individual instruction based on each student's needs.
5. Used related and specific materials and filmstrips. Each student completed the tapes and material kit on the World of Work.
6. Students used tapes and booklets from Modern Consumer Education kit.

ACCOMPLISHMENTS-RESULTS:

1. Coordinator enrolled seventeen (17) GCE students the first semester of school and three (3) students the second semester. Three (3) students dropped-out after the first semester. All students were placed in training stations.
2. The Coordinator spoke to the Coordinator's Conference in Little Rock, Arkansas, on the subject of MHHS's progress in the GCE program.
3. A successful Employer-Employee Banquet was held Feb. 6, 1971.
4. Coordinator gave a progess report on the GCE program over KTLO Radio Station in January.
5. The Coordinator was interviewed for an article in the local newspaper.

6. Coordinator gave tests.
   School Sentiment Index test-------5, 7, 10 grades
   Choosing a Job Inventory test-----5, 7, 10 grades
   GCE Sentiment Index test----------11, 12 grades
   Performance Objective 2-b test----5, 8 grades
   Performance Objective 2-b_2 test---5, 8 grades
   Performance Objective 2-b_3 test---5, 8 grades
   Performance Objective 2-c test
   Performance Objective 2-d test

7. Coordinator and GCE students atteded the Future Business Leaders of America Club meetings.

8. Coordinator arranged tours of various local businesses and industries.

9. Coordinator telephoned near by industry trying to locate permanent jobs for GCE students. Opportunities were available.

10. The Coordinator arranged for an adult education class in Automative Mechanics for Service Stations to be taught. Twenty-two (22) stated they would come. There was an average attendance of ten (10) during the week. The men felt it was a very good class and a needed one.

11. Students showed improvement in attitude toward employment.

12. Students improved in facing problems connected with on-the-job training.

13. GCE students thought more about planning for the future.

14. Potential drop-outs have desire to stay in school since working in this program.

15. GCE students have gained a knowledge of the many different occupations that are available in the field of work.

16. Many of the GCE students are still working at the training stations as regular employees since graduation. Some are working through the summer and will continue next fall.

EVALUATION:

The Coordinator feels the GCE program has met the objectives as stated in the Arkansas Vocational Education Evaluative Criteria for General Cooperative Education folder sent by the State Department of Education.

CONCLUSIONS AND RECOMMENDATIONS:

Afine program according to the training station employers. I feel the school was in need of such a program. It benefited some students that might have become drop-outs. I would recommend not having as much testing of the student with emphasis OWE class material.

Bill Knowles
Signature of Project Coordinator

6/11/71
Date

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Kenneth Young
Coordinator of Exemplary Program
Valley Springs School District
Valley Springs, Arkansas 72682

May 28, 1971

Signed Kenneth J. Young
Coordinator

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The period covered by this report is From July 1, 1970 to June 30, 1971.

The goals and objectives of the project are:

(1) To provide for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range of options open to them in the world of work.

(2) To provide for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

(3) To provide for students not previously enrolled in vocational programs to recieve specific training in job entry skills just prior to the time that they leave the school.

(4) To provide for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

(5) To provide for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P.L. 90-576.

After the approval of our project certain procedures were followed in carrying out the various objectives of the project. The local school board begin by employing a coordinator and a counselor. The coordinator attended a two-weeks workshop to become familiar with the General-Cooperative Education phase of the program. Upon returning to the community contacts had to be made with students and prospective employers in order to place the students in suitable work stations. An advisory council was set up to assist the coordinator in setting up the program to best meet the needs of our people. Teaching plans had to be prepared and instructional materials were to be obtained. The school class schedules had to be changed and adapted to the new incoming program. The cooperation of the principle and other faculty members was very important during the entire time. The program as it relates to orientation at the elementary and secondary levels had to be organized. This was accomplished by a series of meetings with the faculty members in which the program was throughly explained and defined as to its goals and purposes. A plan of action which involved the incorporation of orientation materials into the regular classroom activities was agreed upon. Supplementary activities such as field trips were also planned and carried out.

Results and accomplishments of the program can only be measured by comparison of test scores, attitudes and appreciations, and actual success of individuals in succeeding years as to what similar students were like when the program first began.

An evaluation design has been set up and is intended to show measureable results of the program in terms of accomplishments in the preparation of our youth for the world of work.

The program has been well received by students, parents, faculty members, and the entire community. It is our recommendation that the program continue as in the past year with modifications as new invocations come along that prove to be sound.

The problem area toward which the project was directed is the non-college bound youth and more particular to youths with academic, socis-economic, or other handicaps.

Highest priority is placed upon the overall effort to "...reduce the continuing high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of the two out of three young persons who end their education at or before completion of the secondary level." The effort should discover "...new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation."*

The goals and objectives of the project are:

(1) To provide for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range of options open to them in the world of work.

(2) To provide for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

(3) To provide for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school.

(4) To provide for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

(5) To provide for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P.L. 90-576.

The general project was designed to give students a better understanding of the world of work and to better prepare the students to enter this world of work upon completion of their schooling. To accomplish the purposes of this design we added a general cooperative program to the curriculum for junior and senior students. In this program the students were in school until 1:00 p.m. each day. The rest of the day was spent in working on a job related to their occupational objectives.

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*Bottoms, Gene: A Guide For The Development, Implementation, and Administration of Exemplary Programs and Projects In Vocational Education, p.2.

One period a day was spent in a general cooperative class in which they studied materials related to their occupational objectives.

A class in occupational information was provided for the marginal students in grade seven and another was provided in grades 9-12 for male marginal students. The 7th grade class consisted of an in-depth study of many different occupations contained in the Occupational Outlook Handbook. The class for 9-12 grades was a study of occupations in farming and related fields. Field trips, tapes, films, and film strips were utilized in teaching these subjects.

Occupational information was also provided for elementary students in the fifth and sixth grades. The bulk of this program was concentrated on a series of field trips (nine in all) in which the students would look up information on the jobs they would be studying before the trip and discuss what they say when they returned from the trip. Occupational information was also studied in association with social studies, and each student had to give a written and oral report of what he wanted to be when he grew up. This included why he or she wanted to be in this field and an interview with someone already in the occupation. Bulletin boards, films, and film strips were also utilized in presenting this information

Valley Springs is a small rural school with a total enrollment of 590 and an enrollment in grades 7-12 of 240 students. Over 95% of the students are transported and 40 to 50% of our students are marginal students. We are only eight miles from Harrison, which is a community of around 8,000. Harrison provides most of our job training opportunities.

We have an instructional staff in grades 7-12 of 13 teachers, including our G.C.E. coordinator, a counselor, a commercial teacher, a home economics teacher, and an agriculture teacher.

The counselor assisted these students in helping to identify their occupational objectives through individual interviews in which all occupational materials were introduced, including a career kit in the counselor's office. In these interviews the students strengths and weaknesses, likes and dislikes, and personality traits were discussed. Marginal students were identified by the Lorge Thorndike Intelligence Tests, grades, and the Iowa Test of Educational Development. The Kuder Personal Preference Inventory was given to help the students in identifying their interests.

The results of the program for the first year are based almost entirly on visible changes in the system. Any statistical evidence of improved attitudes and more realistic occupational objectives will not be available until next year.

The eleventh and twelth grades in the program seemed to have a much improved attitude toward school which was evidenced by fewer truencies and improved grades. None of these students were drop-outs this year. Since school was out many of the students have gone to work full time for the employers they trained under.

The elementary students and teachers were very enthusiastic about the program as all the teachers expressed hope that the program would be continued and improved next year.

Through the efforts of the coordinator and the counselor, a line of communication between the school and the business community was established, which had not existed previously. Hopefully this will pave the way for better acceptance of the schools' programs by the community.

At this point in the implementation of the program we have concluded that the possibilities are unlimited in being able to assist our people in bridging the gap between formal education and the world of work. We anticipate even greater improvement in attitudes and appreciation on the part of individuals as the program reaches into the 2nd, 3rd, and 4th years. We feel that a greater degree of success can be obtained by beginning with the students in the early formative years. Therefore, more positive results should be evidenced once we begin to work with what is now 5th and 6th grade students in the General Cooperative Education or work experience programs as juniors and seniors in high school.

We are extremely happy at Valley Springs to have been selected as one of the participating schools in the exemplary program. Everyone here feels there is a definite need for more vocational education in the public schools and the General Cooperative programs gives us a chance to reach students that we've previously been unable to reach. We realize we have hardly scratched the surface in offering a good curriculum in vocational education this year because of late funding and a general lack of knowing what to do and how to go about implementing the program. We do feel like we have gained a lot from our groping this year, and we feel like we are better prepared to do a much better job during the coming year.

We were generally pleased with our General Cooperative program this year, but we hope in the future that employers will consider these youngsters for more responsible jobs.

We were a little disappointed with our 7th grade Occupational Education Class for marginal students. It appeared to be too long, as they took the course every day for two semesters, and not enough materials were available this year to keep it interesting. We hope to improve this next year by requiring all 7th graders to take the course; but, they will be in class only two or three days a week, and will have the addition of non-marginal students and more teaching materials will make it more interesting and beneficial.

The Valley Springs Public Schools propose to adopt a vocational education course for eighth grade students for the school year of 1971-1972, which will employ the following format:

The students will be divided into three groups, and will rotate every six weeks into different areas of study. The commercial teacher will teach three six week courses in typing and three six week courses in economics. The Home Economics teacher will teach three six week courses in clothing, housing, and finance and three six week courses in foods and nutrition, child care, and family relations. The Agriculture teacher will teach three six week courses in shop and three six week courses in horticulture and landscaping

We were pleased with the enthusiam shown by both students and teachers in the elementary program and we think that the acqusition of more materials and a better understanding of all concerned about what we are trying to accomplish will help us plan a greatly improved program for elementary school next year.

Our recommendations for the future would include the implementation of new ideas along with that which has proven sound and workable in the past. Certainly as materials become available and innovative ideas are tried improvements are sure to become reality.

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INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

R. Larry Reaves
Warren School District #1
308 West Pine Street
Warren, Arkansas 71671

June 4, 1971

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SUMMARY OF THE REPORT

Time Period Covered by the Report

The period covered by this Interim Report is July 1, 1970, to June 30, 1971.

Goals and Objectives of the Project

1. To initiate pilot occupational information programs in grades five through twelve.
2. To broaden the occupational concept and awareness by incorporating occupational orientation into the school curriculum beginning at grade five.
3. To create a favorable attitude in marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work.
4. To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program.
5. To provide intensive occupational guidance and counseling for all students during the last years of school, and to assist in the initial placement of all students upon leaving schools.
6. To provide short intensive training for seniors who have not had pervious vocational training.

Procedures Followed

One of the first attempts to establish the exemplary program in the Warren schools was that of community orientation. Before school started a strategy was developed which included placing articles in the local weekly newspaper, the Eagle Democrat, and spot announcements on the local radio station, KWRF. Information booklets were prepared explaining briefly the objectives of the program and a description of the general cooperative education program. The information booklet was distributed primarily on a personal contact basis with parents, students and businessmen. Presentations were made to several local civic and business organizations. A booth was erected at the Bradley County Fair and Livestock Show which explained the cooperative education program and solicited applicants from both the student body and the business community, as well as serving to inform parents.

The physical facilities were arranged, including the selection of a site for office space and a classroom equipped with tables and chairs rather than arm chairs, which were less desirable for the cooperative education related class. Office equipment was purchased from the surplus warehouse in Little Rock, Arkansas and consumable supplies and educational materials for use in the exemplary counseling program were purchased with exemplary funds.

Faculty and administrative meetings were held throughout the school year in an attempt to further orient the school staff to the exemplary project. Certain policies were developed governing the general cooperative education program, students, and credit offered.

Throughout the school year the vocational counselor worked with those instructors willing to participate in the occupational orientation phase of the project. Tests were given, surveys made, and student interviews performed to begin to establish the groundwork for the follow-up studies which will determine trends and specific needs among the students. The target group are those students termed "marginal" under the guidelines of the project. These are students which primarily fall in the catagory of slow learners or socio-economically disadvantaged.

The counseling phase of the project sponsored an assembly on the opportunities offered in the field of electronics for eleventh and twelfth grade students, provided various films and filmstrips to cooperating teachers, and offered other guidance and counseling service to interested students. Trips for senior students were arranged to the Pines Vocational-Technical School in Pine Bluff, Arkansas, and the Southwest Technical School in East Camden, Arkansas, near the end of the school year.

A two-part adult course in automatic transmissions was offered in the spring to supplement the knowledge of local machanics. The course was offered in cooperation with the Pines Vocational-Technical School which presented those completing the course with a forty-hour certificate from the school.

The General Cooperative Education program established under the exemplary project guidelines offered gainful part-time employemtn and related classroom instruction to a total of twenty-seven students representing fourteen different occupational areas. A G.C.E. Club was organized, officers were elected, and the First Annual Employer-Employee Banquet was held to honor the employers of the cooperative education students. Certificates of appreication were presented to the employers at the banquet. The students received certificates of completion at the end of the school year, and an outstanding student was honored at the school awards assembly.

Results and Accomplishments

The body of this report contains a much more detailed listing of the results and accomplishments of the project, however, a summation might be that the year has been reasonably successful in laying the groundwork on which an effective occupational orientation program can be built. Much of this year's work involved the gathering of information and materials from which trends and needs can be determined which will be most helpful in outlining an orientation program greared to the specific needs of the youth in this community.

Conclusions and Recommendations

It has become evident through the efforts of this school year that a significant number of young people are expressing interest in the occupations and professions that either do not exist in this area, or exist only to a limited degree, and they are not aware of the preparation involved in entering and progressing in the field they are contemplating.

There is an apparent need for greater and more sincere lines of communication between state and national education and labor departments since many of the efforts of each conflict so often.

BODY OF THE REPORT

Problem Area Toward Which the Project is Directed

It is becoming more and more evident to modern day educators that the artificial separation that has existed between general and vocational education programs for many years must be eliminated. The need for occupational orientation to be integrated into the mainstream of the educational systems of the public schools has become so evident that it can no longer be ignored.

The manpower revolution involving new methods, techniques, machinery, and the creation of new jobs demanding higher skilled workers accompanied by the deletion of many unskilled jobs emphasized the need for a closer look at career development by our educational institutions.

It is apparent that individuals begin forming attitudes regarding certain occupations early in life. It is important that youth are made aware of the ever-widening range of occupations and that a realistic perception of these occupations be developed in order that these youth may make an exploration of themselves in regard to a wide range of occupations. Youth must of necessity be oriented to the fact that work is an integral part of life and a major ingredient for happiness.

After creating an awareness of the world of work, it is important that someone help the student see the occupational relevancy of subject matter being studies. It is believed that as the student sees that English, math, science, and social studies contribute to his ultimate world of work, education will become a more practical and meaningful goal. Therefore, the need is that all of the student's education become vocational in nature through correlation of the general and vocational aspects of the local educational curriculums.

Career development should be viewed as a pyramid offering a broad base of exploratory experiences for the world of work at the elementary and junior high school levels if present conditions of occupational illiteracy and unemployability are to be overcome.

At the junior high school level, some youngsters do not have the tolerance or ego-strength to proceed through a series of experiences that are meaningless to them personally. Interest is awakened in the ninth, tenth, or eleventh grades for some when they can get their hands on the tangible and concrete. This factor determines the need for the provision of experiences which are timely and immediate to the questions many young people are asking themselves during the periods of their educational processes which are sometimes meaningless to them.

Another phase of the problem is that according to statistics available, today's high schools work toward preparing 80% of their students for admission to college when only 32% of the students actually enter and half of those fail to graduate. Indications are that the majority of our high schools at present are geared to serve a minority of 16% of our young people approaching the labor market.

Basically, Arkansas is a rural state consisting of many small trade centers. Students attending school in these small trade centers are receiving basic academic education with some receiving training in home economics, vocational agriculture, and business education. One of the major resources in these communities is agriculture, but mechanization has created a manpower surplus in production agriculture. Due to mechanization and in some communities, to change from an agricultural to a related agricultural or non-agricultural base, it is essential that present programs in vocational education be implements and/or expanded to include occupational orientation beginning early in the student's school career and continuing to graduation, with guidance and counseling service which facilitiate realistic occupational choices as early as possible. The ideal capstone of this orientation and counseling should be a vocational program of the purest sense which obviously points to a general type cooperative education program in which students can receive some intensive job-related instruction in school and actual work experience in their chosen occupations.

Of great concern are the schools in designated socio-economically depressed areas. These areas consist largely of under-employed or unemployed people, with a high per cent of school dropouts and a low income index resulting in an inadequate tax base to provide adequate in-school programs. Too often such socio-economic situations perpetuate themselves.

There appears to be an urgent need to strengthen training and job adjustment programs for these disadvantaged youth as well as many "regular" students, in opportunities are available to youth within their immediate area if they know about them and are equipped with entry level skills for the jobs.

Goals and Objectives of the Project

Possibly the most effective manner in which the goals and objectives of the exemplary project can be outlined is to present the "Evaluation Design" provided by Dr. Dolph Camp, the Evaluation Specialist, which out lines the manner in which each exemplary project should progressively realize it's accomplishments. The program is outlined by six major objectives followed by the means by which each should be fulfilled.

Performance Objective #1. To initiate pilot occupational information programs in grades five through twelve by June 30, 1972, as indicated by:

- (a) Teachers teaching a course in occupational information in grades 7 or 8 or 9.
- (b) Teachers using occupational units in grades 5 and 6 or in secondary classes.
- (c) Teachers presenting occupational information in regular classes.
- (d) The teachers using the following teaching activities in the occupational courses or occupational units:
  - (1) Teachers using occupational films.
  - (2) Teachers using occupational tapes and/or occupational videotape.

- (3) Teachers involving students in making and/or using occupational films, tapes, and/or videotapes.
- (4) Teachers organizing and conduction occupational field trips.
- (5) Teachers using occupational speakers.
- (6) Teachers involving students in planning and/or conducting occupational field trips.

(e) Counselors providing occupational information through group techniques or individual interviews.
(f) School providing occupational books and materials.
(g) Obtaining and using local occupational information.

Performance Objective #2. To broaden the occupational concept and awareness by incorporating occupational orientation into the school curriculum beginning at grade five. The students will increase their occupational awareness and concepts as indicated by:

(a) Displaying a statistically significant gain in the score earned on a pre and post test of knowledge of occupations.
(b) Their pre and post rankings of occupations on the basis of (1) Importance to society, (2) Earnings of occupations, and (3) The sutdent's choice.
(c) The number of occupations that a student is able to list at the beginning and at the end of the year.
(d) A more appropriate occupational aspiration as judged by the counselor.

Performance Objective # 3. To create a favorable attitude in the marginal students, slow learners, and socio-economically disadvantaged students regarding the value of education and its contribution to the world of work as indicated by:

(a) The pre and post test scores on the School Sentiment Index.
(b) The pre and post test scores on the Choosing a Job Inventory.
(c) The decreasing dropout rate of marginal students.
(d) An improvement in school grades.

Performance Objective # 4. To bridge the gap between education and the world of work by relating classroom instruction to an immediate job through a general cooperative education program by June 30, 1972, as indicated by:

1. The establishment of a general cooperative education program.
2. Enrollment in the general cooperative education program of all eleventh and twelfth grade students that express a desire for cooperative training.
3. Positive results from a feedback questionnaire from the students.
4. Positive results from a feedback questionnaire from the employer.

Performance Objective # 5. To provide intensive occupational guidance and counseling for all students during the last years of school, and to assist th initial placement of all students upon leaving school as indicated by:

(a) The Occupational plan booklet completed by each student.
(b) A cumulative record completed for each student.
(c) Records of student visiting various places of employment and the employment office.
(d) Monthly counselor and/or teacher interview reports.
(e) Record of at least one job placement referral or educational referral.
(f) Follow-up reports on job or educational placement.
(g) Proper course scheduling consistent with the student's goals.
(h) Results of a student questionnaire.
(i) Available follow-up information on high school dropouts and graduates.

Performance Objective # 6. To provide a short intensive training course for seniors who have not had previous vocational training. A positive response will be indicated by:

(a) The number completing the training.
(b) A short statement prepared by the counselor indicating the course of action taken in presenting the information, the student participation, and the observed reaction.

Description of the General Project Design

Proposal. The exemplary project as originally proposed is for the purpose of initiating a comprehensive occupational education program beginning the fifth grade and continuing on through the twelfth grade with a number of designated features as outlined in the "Goals and Objectives of the Project." The primary aim is to broaden the occupational concept and awareness of the individual student through more intensified occupational guidance and counseling provided by a person employed as a vocational counselor. Marginal students, slow learners, and socio-economically disadvantaged students comprise the prime target. The orientation phase is designed to culminate in a program directed toward preparing the graduating senior for the giant step into the world of work through either escalated guidance and counseling during the senior year, or involvement in a general type cooperative education program.

Administration of the Program. The local school organizational chart shown in Figure 1 is taken from the original proposal and is shown here for the purpose of outlining the relationship of the various individuals involved in the exemplary project.

The five member Board of Education for the Warren Schools is composed of Mr. John N. Scobey, President, Mr. Weldon Sledge, Mr. W.T. Outlaw, Mr. J.E. Hurley and Dr. William C. Whaley. Mr. James M.Hughes is Superintendent of Schools. The project coordinator is Mr. R. Larry Reaves and Mr. J.Carroll Wilson serves as the vocational counselor for the exemplary program.

The Occupational Education Advisory Committee is composed of nine (9) influential representatives of the business and industrial community and represents both the employers and the employees. The committee members include Mr. Gerald Burton of the Warren Bank and Trust Company, Chairman, Mr. Roger Burks of Mad Butcher Supermarket, Mr. James M. Hughes, Superintendent of Schools, Mr. James L. Hooper of Potlatch Forests, Inc., Mr. Guy Humphries of First National Bank, Mr. Clinton Jayne of Potlatch Forests, Inc., Mr. R. P. Outlaw of Hargis Bros., and Mr. Clarence Shuler of Potlatch Forests, Inc.

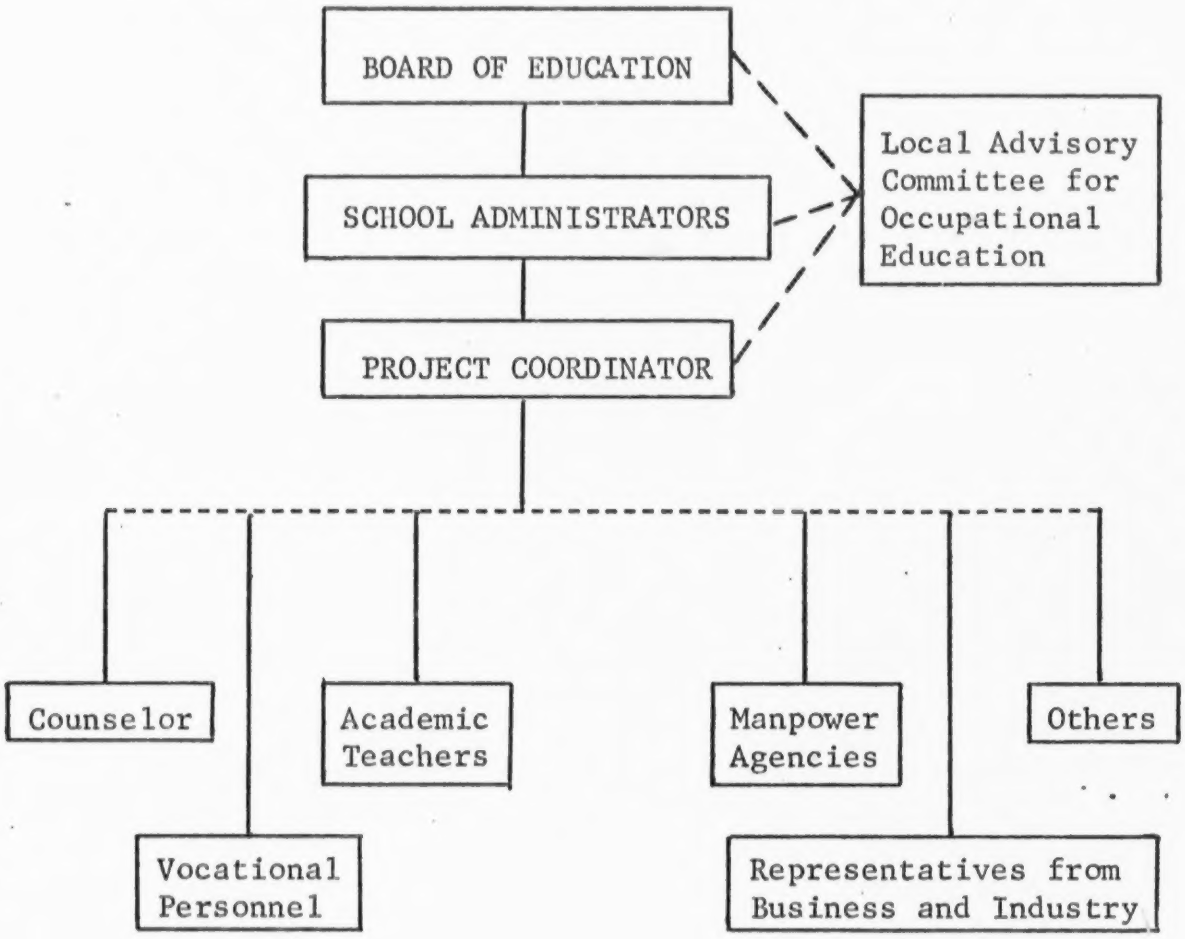

BOARD OF EDUCATION
SCHOOL ADMINISTRATORS
PROJECT COORDINATOR
Local Advisory Committee for Occupational Education
Counselor
Academic Teachers
Manpower Agencies
Others
Vocational Personnel
Representatives from Business and Industry

Figure 1. Local School Organizational Chart

The committee members serve as consultants and advisors to the local exemplary project, suggesting possible curriculum and activities that will meet the needs for the students and fulfill the objectives of the program.

The committee is designed to function primarily in the areas of public relations, student standards and recruitment, student selection, manpower needs and training facilities surveys, students' problems, program facilities and aids, curriculum development, post-secondary education, adult education, occupational orientation, promotion of club activities, arrangement of field trips, and legislation. The committee also serves to evaluate the effectiveness of the orientation and cooperative programs, and to evalutate and approve, or reject, training stations and training plans for cooperative education students, and to act in any other capacity that can be related to the exemplary and cooperative programs at hand.

Orientation to the exemplary project. After receiving approval for the Exemplary Project in the Warren Public Schools, the first attempt to establish the program by the coordinator was that of developing a strategy of community orientation. Articles were placed in the local weekly newspaper, The Eagle Democrat, and spot announcements were placed on the local radio station, KWRF. An information booklet was prepared and distributed on a personal contact basis. Contacts were made with parents, students, and businessmen around the community explaining the objectives of the project.

Presentations accompanied by overhead transparencies were made to civic and business groups such as the Lyons Club, the Rotary Club, the Warren Retail Merchants Association, and the Hospital Auxiliary in order to reach as many of the community's business and professional people as possible in a collective manner. This certainly was not the extent of the contact, but it provided an ideal means of "getting a foot in the door."

During the Bradley County Fair and Livestock Show held September 17-19, 1970, an eight-by-eight foot exhibit booth was filled with a static exhibit advertising the cooperative education program and offering free information folders explaining the project.

An all-faculty meeting (grades 1-12 and administrators) was held on December 10, 1970 for the purpose of orientating the entire school staff to the exemplary project. Mr. Buddy Lyle, Director of Exemplary Programs Mr. James A. Miller, Director of General Cooperative Education, and Dr. Dolph Camp, Evaluation Specialist, were on the program. The local board of education and the newly selected advisory committee members were invited for the program.

Several other meetings of the administrators and counselors were held throughout the school year to discuss means of administering the program. The outcome of such meetings was favorable in most instances, however, a communication problem involving the administering of various phases of the program was encountered. A schedule was worked out in one of the meetings which permitted the vocational counselor to work in each of the schools involved on certain days of the week.

The week of February 7-13, 1971, was observed as "Vocational Education Week" as a result of the Executive Department Proclamation issued by Governor Dale Bumpers on February 2, 1971. The observance was proclaimed through spot announcements on the local radio station, and an article in the local newspaper, an item in the school bulletin, and the construction of a bulletin board display in the high school.

Physical facilities. Physical facilities have been something short of ideal this first year, but they have been tolerable. The counselor and coordinator have both worked out of a very small office with very little opportunity to work with students on an individual basis. The cooperative education related class has met in the home economics cottage and the sewing room which are both located quite a distance from the office, however, the space has been furnished with tables and chairs which are most desirable for this type of class.

Most of the office furniture was purchased at the surplus warehouse in Little Rock, Arkansas. A new file cabinet was provided by the school and a good used one was purchased from surplus, together they have been adequate for this year. Tentative purchase requests were submitted to the State Department for approval, and educational materials and supplies were ordered. All educational materials were catalogued according to the Dewey Decimal System, cards were made, and everything accessioned.

Other participants. The extent of participation by other parties this year has been primarily limited to the permitting of the vocational counselor to test and work with students during scheduled class periods. Other teachers have been somewhat hesitant to become involved as a result of questioning the value of teaching or injecting occupational material into their routine. Possibly much of this can be contributed to the fact that many of the teachers all ready had their courses outlined and were reluctant to make changes after the school year had begun. Another reason offered by one individual was that her students had all ready made their vocational choices, but we question the ability of eighth grade students to make valid choices without some assistance.

Two counselors have been very cooperative in providing necessary information and assistance as needed. One gentleman is the Title I counselor and the other is counselor for grades 7, 8 and 9. The lady in the position of counselor for grades 10, 11 and 12 has refused to cooperate throughout the school year for reasons unknown.

Student population. Table 1. is indicative of the student population and dispersement of marginal and regular students according to the result of surveys made by the vocational counselor in grades five through twelve of the Warren schools.

Table 1. (School Year 1970-71)

Student Population Chart

Grade Level	Total Students	Regular Students	Marginal Students	Percent Marginal
5	197	107	90	46
6	225	114	111	49
7	181	103	78	43
8	176	90	86	44
9	176	76	100	57
10	172	75	97	55
11	157	90	67	43
12	143	86	57	40

Adult education. A two-part course in automatic transmissions was sponsored for adults in cooperation with the Pines Vocational-Technical School of Pine Bluff, Arkansas. The first part of the course began on January 12, 1971, with fourteen (14) students enrolled for the sake of supplementing their knowledge on the care, repair, and basic operation of the automatic transmission. Part I of the course ran for twenty (20) hours, meeting on Tuesday and Thursday nights in the shop of Blankinship Ford Motor Company. Part II began on February 12, 1971, and ran for twenty (20) hours covering the removal and installation of the automatic transmission in addition to the fundamental material continued from Part I. The two-part course ended on March 2, 1971, with the awarding of certificates of completion from the Pines Voc-Tech School.

Occupational orientation phase of the project. The occupational orientation phase of the project on the 5th and 6th grade levels has consisted of the couselor showing filmstrips accompanied by records to the students during their normally scheduled study periods. Discussions relating to the materials used in the presentation were inspired by the counselor by trying to relate the content to the subjects being studied by the students. On occasions the teacher of the class would enter into the discussions.

On the 7th and 8th grade levels the teachers were encouraged to discuss the occupations with their students that related to the subject matter deing taught in their class. This was often supplemented with films on occupations and student interviews by the counselor.

Some of the 9th through 12th grade teachers participated in discussing occupational families and explanations of various occupations that related to their subjects in their course work. Students in grade 9 can enrichen their vocational interests through enrollment in vocational orientation courses taught for the benefit of both boys and girls. Students in grades 10, 11, and 12 can enroll in vocational agriculture, trade and industry, home economics, office practices, general cooperative education, or occupational home economics.

Some of the films and related aids used by teachers this year were provided by the vocational counselor while some others were obtained by the classroom teachers themselves. The major theme was to present a picture of the opportunities provided by different occupational families.

As a further means of providing the high school students, especially the seniors, with occupational information, as assembly was sponsored on the opportunities in the field of electronics, and interested students were transported by bus to the Pines Vocational-Technical School in Pine Bluff, Arkansas, and to the Southwest Technical Institute in East Camden, Arkansas. Students were screened before going on the field trip to attempt to determine their sincere interests.

A number of letters have been written to major companies requesting information concerning the entrance requirements into the occupations and professions they represent. Attempts have been made to secure information on the places offering training and occupational information in these areas.

General Cooperative Education phase of the project. The first step involved in establishing the G.C.E. program was that of community orientation as outlined under the "Orientation to the exemplary project" portion of this report. After the idea began to catch on throughout the community and businesses began to show interest in providing gainful part-time employment for students, arrangements were made to send various students out for interviews. Each student that responded to the newspaper ads and radio spots was asked to complete an application which proved to be of utmost value in arranging for student interviews. Some students were found working in situations which qualified them for enrollment in the G.C.E. program since their job could be deemed educational and in keeping with their individual occupational objective.

There were twenty-seven (27) students enrolled in the cooperative education program throughout the school year. The program was offered to eleventh and twelfth grade students only. One student moved away and several others were late coming into the program, but, otherwise, each student remained in the program throughout the duration of the school year. Figure 2 lists the students involved in the program, their occupational objectives, and their training stations. Each student received one high school credit for his on-job-training and one credit for his completion of the G.C.E. related class.

Educational materials and consumable supplies were purchased for use in the G.C.E. related class with exemplary funds. All materials, as mentioned earlier in the report, were properly catalogued and accessioned. Course materials were developed for use in the related class with a major emphasis on human relations. Specific and general materials related to the fourteen different occupational objectives represented by the class members were provided. A 27-page "Know Your Training Station" booklet was prepared by the coordinator which served as a semester test grade one semester, and a "Student Semester Evaluation of G.C.E." was prepared to serve as the other semester test. Both items proved to be very worthwhile endeavors. Audio-visual materials were utilized quite frequently in an attempt to make the course material more appealing.

On February 11, 1971, a meeting was held by all of the students enrolled in G.C.E. for the purpose of organizing a local G.C.E. Club. A President, Vice-President, Secretary-Treasurer, Reporter, and a Student Council Representative were elected by secret ballot. The officers were made members of an executive committee for the purpose of proposing a club constitution, making preliminary preparations for the Employer-Employee Banquet, and to tend to other items of business confronting the newly formed club.

The G.C.E.Club sponsored the First Annual Employer-Employee Banquet in cooperation with the students enrolled in the Occupational Home Economics program at 7:00 p.m. on the night of April 15, 1971, in the Warren High School Cafeteria. (See Appendix B for a copy of the program.) Student club officers had charge of the program. Mr. Allan Bellamy, an outstanding businessman and president of the Mad Butcher Supermarkets, was the guest speaker.

Figure 2. General Cooperative Education Students

STUDENT	TRAINING STATION	OBJECTIVE
Baker, Gerald	Warren Bank & Trust	Banking & Finance
Beavers, Oscar	Lyon Ready Mix, Inc.	Construction Trades
*Boortz, Darrel	Mad Butcher	Food Distribution
Galloway, Bobby	Motor Parts Co.	Auto Partsman
Calvert, Tim	West's	Retail Trade
Clark, Dwayne	Gamble's	Leather Working
Davis, Randy	Morgan & Lindsey	Retail Trade
Doss, Mike	Young's Radio Center	Radio-TV Repair
Gates, Jerry	Kroger	Food Distribution
Graham, Jim	Johnson's Grocery	Food Distribution
Graves, Bobby	Carl's Shoe Store	Retail Trade
Grice, Gary	Barnett Htg.Air Cond.	Building Materials
Hammock, John	Blankinship Pam-Am	Auto Mechanic
Hammons, Robert	Hargis Bros.,Inc.	Auto Mechanic
Harris, John Willie	Mad Butcher	Retail Trade
Horton, Roger	Sears	Retail Trade
Henry, Mike	James Glass Shop	Auto Body Repair
Howard, Jackie	Warren Water Dept	Plumbing & Pipe
Humphries, Tim	Eagle Pub. Co	Journalism
Johnson, Wayne	First Natl Bank	Bookkeeper
Miller, Marilyn	Town House Motel	Communications
Peek, Thomas R.	Peeks Esso Station	Auto Mechanics
Roam, Gene	Sykes Flooring Co.	Industrial Employ.
Sedberry, David R.	B&S Supply Co	Industrial Marketing
Stephenson, Howard	Mad Butcher	Food Distribution
White, Jim	Kroger	Food Distribution
Young, Travis	Bradley Co.Asso.	Distribution

*Moved away before end of school year.

The club emblem, previously adopted in a meeting of coordinators in Conway, Arkansas,was drawn up and presented to a local printing office which photographed it to be used on the banquet program covers and the certificates presented to employers and students.

The "Certificate of Appreciation" shown in Appendix B was presented by the students to the employers at the Employer-Employee Banquet as a means of expressing their appreication for the cooperative attitude of the employers in sponsoring cooperative education students.

Each student was presented with a "Certificate of Completion" at the end of the school year for having successfully completed either one or two semesters of gainful part-time employment, occupational training, and related class instruction in a particular occupational area. One student was selected by the coordinator as the "Outstanding G.C.E. Student of the Year" and was presented with a gold award medal in the school awards assembly. The certificates and award proved to be an effective means of developing pride in the G.C.E. program and providing each student recipient with a feeling of accomplishment.

Results and Accomplishments of the Project

The progressive realization of the goals and objectives of the exemplary project is measured by the "Evaluation Design" provided by Dr. Dolph Camp, the Evaluation Specialist. These objectives were outlined under the "Goals and Objectives of the Project" which appears earlier in this report. The following itemizes the results and accomplishments of these objectives with reference to the material recorded in Appendix A.

Performance Objective # 1. Several aspects of the objective to establish occupational information programs in grades five through twelve have been fulfilled either this year or in past years and continue to be in force.

A vocational orientation course is available to both boys and girls on the ninth grade level, and a greater degree of occupational information is beginning to be included in many classrooms. Teachers are using films, filmstrips, and recorded material to a limited degree as it becomes available.

Certain teachers in grades five and six have conducted field trips to local facilities such as the water department, city hall, etc., and returned to discuss and have the students perform specific activities such as draw pictures of what they saw. On the twelfth grade level the Science Club planned and conducted a tour of the Atomic Energy Commission Laboratories in Oak Ridge, Tennessee, under the direction of the sponsor.

The vocational counselor and regular counselors conducted student group and individual interviews throughout the year in reference to career planning.

The school libraries have been purchasing more and more career and occupational type material in the past several year. The high school librarian was very cooperative in purchasing approximately twenty-three (23) books related to occupational families. Most of the material was purchased to be used through the general cooperative education program, but may be utilized by all students through library check-out or reference room use.

The use of local occupational information this year has been limited, for the most part, to manpower surveys performed by the coordinator in an attempt to establish the cooperative education program. Plans are to develop a great deal more information of a local nature in the form of actual taped interviews with local employers and slide series accompanied by taped dialogues.

Performance Objective # 2. This objective relates to increasing the occupational concepts and awareness of the students, and requires follow-up studies to be performed which should indicate gains and improvements in post tests.

The groundwork has been laid through the administering of a form which required the student to rank twenty occupations according to their assumed importance to society, the earnings of one involved in the occupation, and the student's choice or preference rankings. The results of these rankings are recorded in Appendix A. Tables 2 through 7.

Each student in grades 7 and 10 was called upon to list as many occupations as they could in an allotted time at the end of this school year. They will again be asked to make a list of occupations at the end of next school year. The results of this performance is recorded in Appendix A, Table 8.

A 20% sample of all students in the seventh grade was analyzed to determine if their occupational aspirations appeared to be appropriate as judged by the counselor. The results of this sample is recorded in Appendix A, Table 9.

Performance Objective # 3. This objective strives to indicate through per and post test scores improved attitudes toward school and an improved self-concept on the part of the individual student toward the world of work.

The School Sentiment Index prepared by Instructional Objectives Exchange of Los Angeles, California, was administered to students in grades 7 and 10. The results of the test are shown in Appendix A,Table 10, but have very little meaning until the post test can be administered and a comparison made.

The Choosing a Job Inventory was administered to an equal number of marginal and regular students in grades 5 and 7. The results of this inventory appear in Appendix A, Table 11. A list of 40 occupations were presented as if they were 'want ads' in a newspaper, and the students were to choose the ones they would most likely respond to.

A decreasing drop-out rate and an improvement in grades can only be observed effectively over a period of time. The Warren schools had thirty (30) boys and thirty-two (32) girls who failed to return to school last September. The results of the survey shown in Appendix A, Tables 12 and 13, can be observed and compared next fall.

Performance Objective # 4. A general cooperative education program was established as described earlier in the report, and questionnaires provided by the evaluation specialist were completed by both the student involved and the sponsoring employer, indicating favorable results.

Performance Objectives # 5 and # 6. These objectives call for intensified guidance and counseling during the eleventh and twelfth grades. Very little has been accomplished beyond the services all ready in effect. Information was gathered on past dropouts and graduates in order to determine trends which may prove to be beneficial in future counseling sessions. Educational referrals were made by the regular counselor and a limited number of job placement referrals were made through the cooperative education program for graduating seniors.

Conclusions, Implications, and Recommendations for the Future

There seems to be a misunderstanding on the part of many young people interviewed throughout the past school year concerning the pay scales offered by many occupations and professions, and a large number of students polled are not aware of the preparation involved in entering and progressing in the field or area of work they are comtemplating. A significant number of students are expressing an interest in work that either does not exist at all in this area or exists to a very limited degree.

Although this group possibly is in the minority, a few of the older students feel that the establishment has been caught up in a very materialistic cloud of which they want no part and feel that preparing them selves for a particular occupation is fruitless.

It seems apparent that there is a drastic need for improved lines of communication between the state and national departments of labor and education. Many of the rulings passed by each conflict. The education department strives to promote cooperative education involving the employment of minors, although some enrollees are eighteen years of age, through employers willing to cooperate with local educational institutions in providing young people with gainful part-time employment. Then, as the labor department officials perform their routine checks, the employers many times become the victims of constant review, as a result of their employment of minors, ruthless quizzing, and unequivocal harassment. Some protection must be afforded the cooperating employers if this program is to continue to thrive.

The exemplary project at Warren is just now in position to begin to move forward. Many communication gaps have been closed and contacts have been established with key personnel that will facilitate the carrying out of the objectives to a much greater degree next year.

R. Larry Leaves

6-4-71

APPENDIX A

Table 2

The Results of Performance Objective #2-b

The results of ranking twenty occupations by the 5th grade students according to their importance to society are: (No. 1 is the most important and No. 20 is the least important.)

1. Lawyer
2. Banker
3. Physician
4. Policeman
5. School teacher
6. Practical nurse
7. Secretary
8. Store Manager
9. Telephone operator
10. Office machine operator
11. Livestock farmer
12. Beautician
13. Sales person
14. Waiter or waitress
15. Stock clerk
16. Poultry farmer
17. Carpenter
18. Plumber
19. Truck driver
20. Janitor

Table 3

The Results of Performance Objective #2-b_2

The results of ranking twenty occupations by 5th grade students according to the amount of money the students feel the occupation makes: (The students feel No. 1 makes the most money and No. 20 the least.)

1. Lawyer
2. Banker
3. Policeman
4. Physician
5. Secretary
6. Store manager
7. School teacher
8. Practical nurse
9. Telephone operator
10. Beautician
11. Truck driver
12. Carpenter
13. Livestock farmer
14. Stock clerk
15. Office machine operator
16. Plumber
17. Sales person
18. Waiter or waitress
19. Poultry farmer
20. Janitor

Table 4

The Results of Performance Objective #2-b_3

The results of ranking of twenty occupations by 5th grade students in terms of which ones they would most like to do: (No. 1 is the most preferred and No. 20 the least.)

1. Banker
2. Lawyer
3. School teacher
4. Store Manager
5. Telephone operator
6. Beautician
7. Policeman
8. Secretary
9. Waiter or waitress
10. Sales person
11. Physician
12. Office machine operator
13. Livestock farmer
14. Truck driver
15. Carpenter
16. Stock clerk
17. Plumber
18. Practical nurse
19. Poultry farmer
20. Janitor

Table 5

The Results of Performance Objective #2-b

The results of ranking twenty occupations by the 8th grade students according to their importance to society are: (No. 1 is the most important and No. 20 is the least important.)

1. Lawyer
2. Policeman
3. Physcican
4. Practical nurse
5. School teacher
6. Banker
7. Livestock farmer
8. Poultry farmer
9. Telephone operator
10. Store manager
11. Office machine operator
12. Secretary
13. Stock clerk
14. Sales person
15. Plumber
16. Truck driver
17. Beautician
18. Carpenter
19. Waiter or waitress
20. Janitor

Table 6

The Results of Performance Objective #2-b_2

The results of ranking twenty occupations by 8th grade students according to the amount of money the students feel the occupation makes:- (The students feel No. 1 makes the most money and No. 20 the least.)

1. Lawyer
2. Banker
3. Physician
4. Telephone operator
5. Policeman
6. Secretary
7. Livestock farmer
8. School teacher
9. Practical nurse
10. Office machine operator
11. Poultry farmer
12. Store manager
13. Beautician
14. Stock clerk
15. Carpenter
16. Sales person
17. Plumber
18. Truck driver
19. Waiter or waitress
20. Janitor

Table 7

The Results of Performance Objective #2-b_3

The results of ranking of twenty occupations by 8th grade students in terms of which ones they would most like to do: (No. 1 is the most preferred and No. 20 the least.)

1. Physician
2. School teacher
3. Lawyer
4. Banker
5. Beautician
6. Secretary
7. Telephone operator
8. Office machine operator
9. Practical nurse
10. Store manager
11. Policeman
12. Livestock farmer
13. Sales person
14. Stock clerk
15. Carpenter
16. Poultry farmer
17. Waiter or waitress
18. Plumber
19. Truck driver
20. Janitor

Table 8

The Results of Performance Objective 2-c

The seventh grade classes listed the following numbers of occupation per section: 79, 76, 70, 117, 57, 48. The class as a whole maintained an average of 75.

The tenth grade classes listed the following numbers of occupations per section: 35, 92, 65, 77, 72, 64, 76, 83. The class as a whole maintained an average of 71.

Table 9

The Results of Performance Objective 2-d

Directions: The below named students have indicated the jobs they would like to get when they complete high school. Taking into consideration the students' attitude, abilities and school achievements, please rate the appropriateness of the students' choice.

Name of Student	Job	Job Choice very unrealistic.	Not likely to succeed in job.	Good chance for success in job.	Very appro. job choice.
Samuel Johnson	School Teacher	x			
	Football		x		
	Track		x		
Terry Correll	Doctor		x		
	Teacher		x		
	Electrician			x	
Mark Jennings	Pilot			x	
	Principal			x	
	Astronomer			x	
James McClain	Florist			x	
	Teacher			x	
	Pilot			x	

Table 9, continued

Danny Howard	Crane Operator			x	
	Roustabout			x	
	Roughneck			x	
Bennie Cummings	Law	x			
	Millman			x	
	Gasman			x	
Michael Outlaw	Doctor		x		
	President		x		
	Store Manager			x	
Beverly Jones	Secretary			x	
	Doctor			x	
	Social Worker			x	
Mike McClain	Electrician			x	
	Teacher		x		
	Fireman			x	
Morris Kolen	Football Player	x			
	Dentist	x			
	Mailman		x		
Buddy Brooks	Army		x		
	National Guard		x		
	Air Force		x		

Table 9, continued

Mickey Bradford	TV Repairman				x
	Forest Ranger		x		
	Lawyer			x	
Sylvia Carter	Secretary			x	
	Teacher			x	
	Stewardess			x	
Shirley Harris	Childcare				x
	Stewardess	x			
	Housewife		x		
Carolyn Calhoun	Carpet Mfg.		x		
	Lumber Job		x		
	Baseball Coa.	x			
Karen Hammons	Model			x	
	Saleswoman			x	
	Nurse			x	
Charles Hampton	Teacher		x		
	Log Truck Driver			x	
	Drag racer		x		
Carroll Lathan	Road Constructor			x	
	Mechanic			x	
	Electrician			x	

Table 9, continued

Margaret Robinson	Teacher Housewife Tele. Operator		x x x		
Bob Ragar	College Degree Business Insurance			x x x	
Don Smith	Preacher RR Engineer Teacher			x x x	
Doug Sullivan	Building Contractor Mixed Drinker Tobacco Sales.			x x x	
James Tenner	Football Player Baseball Player Electrician		x x x		
Lawrence Thompson	Electrician Car Dealer Truck Dealer		x x x		
John Wallace	Doctor Racer Football Player		x x x		

Table 10

The Results of Performance Objective 3-a

Grade, Sect.	Teacher	Learning	Peer	School Soc.	General
7-5-M	1. 19	1. 3	1. 6	1. 8	1. 5
7-7-B	2. 22	2. 3	2. 5	2. 7	2. 5
7-1-M	3. 24	3. 3	3. 7	3. 10	3. 6
7-6-M	4. 27	4. 4	4. 9	4. 12	4. 7
7-7-B	5. 27	5. 4	5. 8	5. 10	5. 6
7-5-M	6. 22	6. 3	6. 7	6. 10	6. 6
7-6-M	7. 22	7. 3	7. 6	7. 8	7. 4
CLASS TOTAL	8. 163	8. 23	8. 48	8. 65	8. 39
CLASS AVG.	9. 23	9. 3	9. 8	9. 9	9. 6

Table 10, continued

10-1	1. 102	1. 17	1. 18	1. 56	1. 25
10-2 B	2. 95	2. 19	2. 17	2. 47	2. 29
10-3[illegible] B	3. 85	3. 14	3. 16	3. 46	3. 20
10-3 D	4. 97	4. 17	4. 17	4. 54	4. 27
10-4 B	5. 96	5. 18	5. 15	5. 47	5. 26
10-5 B	6. 87	6. 17	6. 16	6. 47	6. 24
10-6 B	7. 109	7. 18	7. 16	7. 50	7. 30
10-7 D	8. 97	8. 17	8. 16	8. 49	8. 30
CLASS TOTAL	9. 870	9. 137	9. 131	9. 396	9. 211
CLASS AVG.	10. 96	10. 17	10. 16	10. 50	10. 26

Table 11

The Results of Preformance Objective #3-b

Grade-Section	Marginal Students	Other Students
5 - 1	20	23
5 - 33	17	22
5 - 4	18	21
5 - 5	19	23

These results have an average of 19 with the marginal students, and an average of 22 with the other students.

Grade-Section	Marginal Students	Other Students
7 - 1	18	22
7 - 2	19	22
7 - 3	21	25
7 - 4	19	23
7 - 5	22	26
7 - 6	20	23
7 - 7	20	23

These results have an average of 20 with the marginal students,aand an average of 22 with the other students.

Table 12

The Results of Performance Objective #3-c

Directions: The definition of a dropout is any student who leaves school prior to graduation and fails to re-enroll or transfer to another school. Please provide the following information on students that dropped out of your school.

Drop Outs 5-15-71

No. of students that dropped out of school during school year			No. of students to complete school year but failed to return in fall		Total No. Dropouts	
Grade	Boys	Girls	Boys	Girls	Boys	Girls
12	3		3	10	6	12
11	2	2	4	1	6	3
10	5	2	3	4	8	6
9	1	2	1	2	2	4
8	5	3	0	1	5	4
7	2	2	0	0	2	2
6	1	0	0	0	1	0
5	0	0	0	0	0	0
			TOTALS		30	31

Table 13

The Results of Performance Objective #3-d

All Marginal Students in Grade	Grade Point Average for 1970-71 School Year
	Mean
5	1.65
6	1.41
7	1.02
8	1.19
9	1.45
10	1.94
11	1.92
12	1.81

APPENDIX B

General Cooperative Education Students

WARREN HIGH SCHOOL 1970-71

Student	Training Station
Baker, Gerald	Warren Bank & Trust Company
Beavers, Oscar	Lyon Ready Mix, Inc.
Calloway, Bobby	Motor Parts Company
Calvert, Tim	West's
Clark, Dwane	Haverty's
Davis, Randy	Morgan & Lindsey, Inc.
Doss, Mike	Young's Radio Center
Gates, Jerry	Kroger
Graham, Jim	Johnson's Grocery
Graves, Bobby	Carl's Shoe Store
Grice, Gary	E&S Supply Co.
Hammock, John	Blankinship American Station
Hammons, Robert	Hargis Bros., Inc.
Harris, John Willie	Mad Butcher
Harton, Roger	Sears
Henry, Mike	James Glass & Body Shop
Howard, Jackie	Warren Water & Sewer System
Humphries, Tim	Eagle Publishing Co., Inc.
Johnson, Wayne	First National Bank of Warren
Miller, Marilyn	Town House Motel
Peek, Randy	Peek's Esso
Ream, Gene	Sykes Flooring Co., Inc.
Sedberry, David	B&S Supply Co.
Stephenson, Howard	Mad Butcher
White, Jim	Kroger
Young, Travis	Bradley County Farmers Association

Mr. R. LARRY REAVES, Coordinator

Occupational Home Economics Students

WARREN HIGH SCHOOL 1970-71

Student	Training Station
Beard, Pam	Rowland's Dairy Queen
Burton, Deborah	Bradley County Memorial Hospital
Carr, Debbie	Rowland's Dairy Queen
Doggett, Barbara	Warren School Cafeteria
Doggett, Dale	Wayne's Confectionery
Hayes, Annie Faye	Bradley County Memorial Hospital
Henry, Letricia	(Unemployed)
Larry, Carolyn	Warren School Cafeteria
Martin, Gail	(Unemployed)
Walker, Nancy	Warren School Cafeteria

Mrs. DALE TAYLOR, Coordinator

First Annual

EMPLOYER-EMPLOYEE BANQUET

WARREN GCE CHAPTER

April 15, 1971

7:00 P. M.

WARREN HIGH SCHOOL CAFETERIA

Menu

Grilled Club Steak

Baked Potato String Beans

Combination Salad

Hot Rolls Butter

Apple or Cherry Pie

Iced Tea — Milk — Coffee

Program

Invocation	Gerald Baker
Dinner	Warren High School Cafeteria
Welcome	Travis Young
Response	Roger Burks
Entertainment	Miss Jana Durmon and Mr. Johnny McBee
Introduction of GCE Club Officers	John Harris
Introduction of Guests	Howard Stephenson
Special Guest Speaker	Mr. Allan Bellamy
Special Thanks and Recognition	Mr. R. Larry Reaves
Awarding of Certificates of Appreciation	Student Employees
Closing Remarks	Travis Young

Warren GCE Officers

1970-71

President	Travis Young
Vice-President	Howard Stephenson
Secretary-Treasurer	Mike Doss
Reporter	Tim Humphries
Student Council Representative	Jim Graham
Sponsor	Mr. R. Larry Reaves
Sponsor	Mrs. Dale Taylor

GENERAL COOPERATIVE EDUCATION

THIS CERTIFICATE IS AWARDED TO

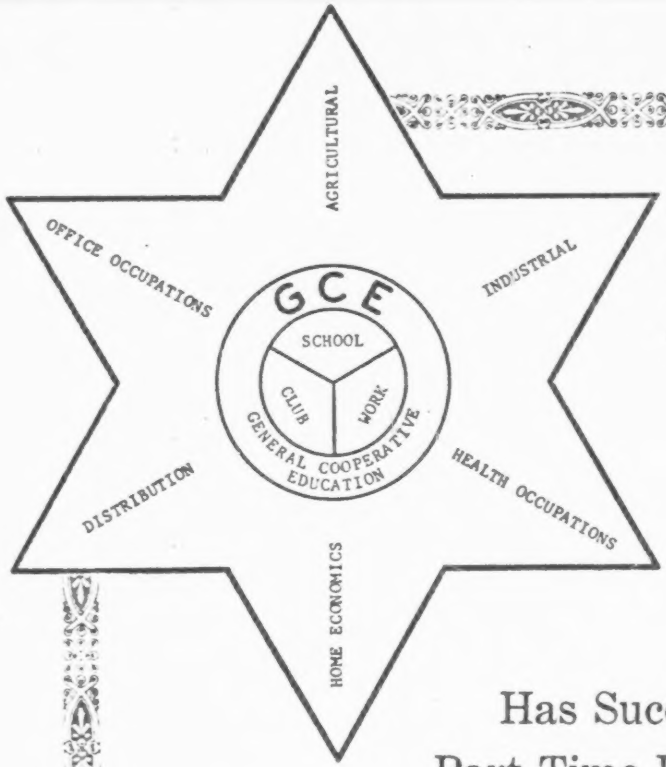
____

In Appreciation for ________ Year(s) of Cooperative Service to The Warren Public School System by Providing Gainful Part-Time Employment and Occupational Training to Cooperative Education Students.

Given this ______ day of ____________________, 19______, at the ______________ ANNUAL EMPLOYER-EMPLOYEE BANQUET sponsored by the Cooperative Education Students, Warren High School, Warren, Arkansas.

______________	______________	______________
Supt. of Schools	Advisory Com. Chairman	Coordinator

DEVELOPING FUTURE LEADERS FOR
BUSINESS AND INDUSTRY


GCE
SCHOOL
CLUB
WORK
GENERAL COOPERATIVE EDUCATION
AGRICULTURAL
INDUSTRIAL
HEALTH OCCUPATIONS
HOME ECONOMICS
DISTRIBUTION
OFFICE OCCUPATIONS

GENERAL COOPERATIVE EDUCATION

THIS IS TO CERTIFY THAT

____

Has Successfully Completed ______ Semester(s) of Gainful Part-Time Employment, Occupational Training, and Related Class Instruction in the General Area of

____

Through the Cooperative Education Program of Warren High School

Semester Ending ____________________, 19____

______________ Principal

______________ Employer

______________ Coordinator

DEVELOPING FUTURE LEADERS FOR
BUSINESS AND INDUSTRY

INTERIM REPORT

Project No. 0-361-0032
Contract No. OEC-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five through Twelve.

Exemplary Project in Vocational Education

Conducted under

Part D of Public Law 90-576

Bart Pullen
Wynne Public School
P.O. Box 69
Wynne, Arkansas

Date: June 3, 1971

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4. Summary of the Report:

A. Time period covered by the report.

July 1, 1970 to June 30, 1971

B. Goals and Objectives of the project.

1. The establishment of a work experience program to reach the non college bound student where he or she could be placed in a situation of staying in school to meet requirements for graduation, but giving them an opportunity to learn a vocational trade in the afternoon.

2. The project was designed for an area that has a high dropout and a high youth unemployment rate. A goal was set that a program like this would reach these students thus their interest in school would stay and they would be helping themselves by learning a trade and picking up some financial independence.

3. To seek the corporation of the business community of Wynne in the developing of this program.

4. The appointment of an advisory committee to work with the school administration towards maintaining the program.

5. The hiring of a full time counselor and teacher-coordinator to handle the project.

6. To follow as close as possible the six objectives of the Arkansas Exemplary Project.

A. To inititate pilot occupational information programs in grades 5-12.

B. To broaden the occupational concept and awareness by incorporating occupational orientation into the school curriculum beginning at grade five.

C. To create a favorable attitude in marginal students, slow learners and social economically disadvantaged students regarding value of education and its contribution to the world of work.

D. To bridge the gap between education and the world of work relating classroom instruction to an immediate job through a general cooperative education program.

E. To provide intensive occupational guidance and counseling for all students during the last years of school, and to assist in the initial placement of all students upon leaving school.

F. To provide short intensive training for seniors who have not had previous vocational training.

C. Procedures followed.

1. Selection of students for the G.C.E. Program.

2. Selection of training stations.

3. Selecting an Advisory Committee.

4. Ground work now being done by elementary teachers and junior high school counselor in presenting vocational orientation.

5. High School Orientation Program.

D. Results - Accomplishments.

1. How students were placed.

2. The number of students placed.

3. Recommendations of Advisory Committee.

4. Progress of vocational orientation.

E. Evaluation.

1. To be given under the heading Body of the Report, part F, Conclusions, Implications, and Recommendations for the future.

F. Conclusions and Recommendations.

Same as No. 1 under E.

5. Body of the Report

A. Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments and related literature.

1. Reference is now made to objective #2 of the project. When the project proposal was written, attention was brought to question 5, "What are the objectives of this cooperative program and how do you plan to achieve them?" From Application for Approval of Cooperative Programs funded under Part C of PL 90-576, this question was answered "To reduce dropout rate by providing work training experience by placing on the job training during school year." To further this, a letter from Mr. M. D. Forrest, Superintendent of schools, stating the need for this program was attached to the proposal project with statistical data of 42% of the students in the Wynne Schools come from homes listed in the poverty group and that Cross County has a school dropout rate of 9.2%.

An initial survey found part time employment in public institutions was 7 and with private employers 34.

B. Goals and objective of the project.

These were stated under item 4, part B, Goals and Objectives of the project in this report.

C. Description of the general project design and the procedures followed including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

1. When the project was applied for in 1970, there were 400 males and 364 females in grades 7-9, in grades 10-12 there were 373 males and 265 females. Disadvantaged students in grades 7-12 numbered 185 males and 264 females while the total male and female students in grades 7-12 that fall in the classification of being handicapped were 19.

2. This is our first year as a completely intergrated school system. The instructional staff of the Wynne School District is composed of 144 teachers. There are three full time counselors, one at the junior high and two at the senior high school. These three people have been of great assistance to me. Great assistance and cooperation has also been given by the principal, assistant principal, and the director of federal programs. The last three months we have been gathering information for the Exemplary Project Evaluation Design. During this time period excellent rapport has been established among the four principals, elementary, junior high and senior high school teachers who have been sacrificing their class time.

3. Students were chosen for the program from a list given to the coordinator by the counselor. The coordinator and counselor set down and went over the permanent records of all the juniors and seniors. The counselor seperated these into college and non-college. The non-college bound list was given to the coordinator. Students were contacted by telephone, a general purpose of the program was presented to the students and if he or she was interested, an interview was set up.

4. Before the coordinator was hired, some ground work had been done in the business community in looking for possible training stations. One speech was given to a civic club. Individual people were contacted by the coordinator. An announcement was printed in the Wynne Progress, the local newspaper. The same announcement was also read over KWYN, the local radio station. The coordinator tried to send more than one student for an interview so the employer could choose the student that they wanted.

5. The advisory committee was chosen from a list drawn up by the coordinator, of people who were taking part on the program. A meeting between the Director of Federal Programs and the Coordinator narrowed this list down to ten people. The occupations covered by these men were as diversified as possible; farm mechanic, auto parts man, supermarket owner, service station manager, hospital administrator, farmer, high school principal, director of federal programs, exemplary counselor, and the coordinator.

6. Material for the G.C.E. Program was purchased through the $500 funds. After reviewing a workbook, the coordinator would review and then reorder the book for the student. This way the coordinator has a reference library. All workbooks had supplementary information which had to be used along with the individual workbook. Various films were ordered from the State Department of Education and guest speakers were, also, used.

7. Working from the orientation goal we felt we had to see what was already being done. The coordinator and director of federal programs met with the fifth grade teachers. A form was passed out to the elementary and junior high teachers. The return on these forms came back in at a slow rate. The principal told us this should be an indication that this meant not much was being done. Some teachers were exposing their students to occupations by doing units on Social Studies, by showing positions open in government. The junior high counselor let students come in during their study hall period to play tapes dealing with different occupations. Our ninth grade orientation program covers the students in vocational agriculture. This teacher used occupational briefs, film strips, and films. The evaluation director of the program has sent tests to be given to students in certain grade levels to cover information needed under the objectives of the Arkansas Exemplary Project.

D. Results and Accomplishments of the Project.

1. At the beginning of school there were 32 students on the program. There were 29 boys and three girls. Among the boys, there were 13 regular students, 12 disadvantaged, 4 handicapped. The girls are broken down into 2 regular and 1 disadvantaged. These students were in many occupational areas; 12 grocery stores, 4 farmers, 2 electrical systems mechanics, 3 auto parts, 2 service station attendants, 1 orderly, 1 refrigeration repairman, 1 farm mechanic, 1 custodian, 1 harness maker, 1 hardware salesman, 1 carpenter, 1 shoe clerk and 1 ward clerk. Starting salaries ranged between $1.00 an hour to $2.15 an hour.

2. Four students were lost during the school year. One student was suspended from school and turned over to the police after an incident in the parking lot one morning around the second week of school. One boy dropped out of school for personal reasons. Another boy got into a habit of calling in sick,

then showing up for work. He was suspended once for this. He came back, did it again, got caught and dropped out of school. The fourth student was coming to school but not going to work. He had some personal trouble and was going under serious teasing at his training station. Several times he was referred to the counselor, conferences were held among employer, principal, student, counselor, and the coordinator. This student was finally fired byt he was allowed to stay in the related class. In all of these cases a rapport was established among the counselor, coordinator, principal, and the prospective employer.

3. Various other problems turned up during the year. These usually involved hours and wages. Several students were on student learner certificates where an employer covered by Federal minimum wage only has to pay 75%. One student had been working a lot of hours which were cut back during a slack season. The student had gotten into a finiacial situation over his head and wanted to change jobs, but he was not allowed to.

4. One of our main problems was students wanting to change jobs. Only three students were allowed to change jobs, one of these students changed jobs twice. The first time she changed was because her job was phased out. The second time she changed because of a bad personality conflict between her and her employer. Another student was taking care of the store for her mother, they decided to get rid of the store so another job was needed. The third student was allowed to change when he and his brother had to start working every other day after another man was hired where they were working.

5. A lot of students were referred to the counselor to handle small problems of personality clashes. The counselor tried to point out to the student that the boss is human and everybody has those days where they jump on to anybody for nothing at all.

6. As part of my requirement being on a full time contract, there was an adult class established. This class in typing met twice a week, two hours a night for five weeks. There were 32 people when the class began and 22 finished the course. When the course was being set up an announcement was in the Wynne Progress and also announced over KWYN.

7. The Advisory Committee voted that we try to place 50 students next year.

8. (75) students have applied for the program next year. These students will be screened tougher than this years applicants.

9. Business community is contacting us about possible use of their establishments for next year.

E. Evaluation of the Project.

This is being done by the project evaluator.